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ABSTRACT

Based on information provided primarily by two existing state-based information services, this handbook presents a clear, practical look at possible activities, procedures, and requirements of search services for educators. Descriptions of the two services that serve as models--Oklahoma's Sooner Exchange for Educational Knowledge (SEEK) and Texas' Coordinating Information for Texas Educators (CITE)--are followed by detailed discussions of the products offered by search services: how resources are built for the services, including acquisition of materials, cataloging, and retrieval: how to market services: and what to consider when developing a budget. This handbook was compiled at the request of participants in a 2-day workshop in February 1980 entitled "Building State-Based Information Resource Centers." Sponsored by the SEDL (Southwest Educational Development Lab) Regional Exchange (SEDL/RX), the workshop featured presentations by staff members of Project SEEK and Project CITE, who provided complementary and contrasting views of their activities. Sample forms and records are included, as well as the shelf list categories for CITE and a brief description of the workshop. (Author/SW)

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INFORMATION SEARCH SERVICES

FOR EDUCATORS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 East Seventh Street • Austin, Texas 78701

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2

AUG 18 1980

INFORMATION SEARCH SERVICES FOR EDUCATORS

Prepared by Sharon Adams, Martha Hartzog, and Teri Aleman for the Regional Exchange of Southwest Educational Development Laboratory, based on content supplied by Texas' Project CITE and Oklahoma's Project SEEK.

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Southwest Educational Development Laboratory
Austin, Texas
1980

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INFORMATION SEARCH SERVICES FOR EDUCATORS

The proliferation of information which has occurred during the past several decades has been particularly apparent in the field of education.

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FOREWORD

The SEDL Regional Exchange (SEDL/RX) Project provides information and technical assistance services to educators in six states: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. It is one of seven Regional Exchanges in the nation-wide Research and Development Exchange (RDx), funded by the National Institute of Education, which lists as a major goal the dissemination of information about educational research and development (R&D).

INFORMATION SEARCH SERVICES FOR EDUCATORS grew out of a regional conference sponsored by the SEDL/RX, February 28-29, 1980. The conference topic, "Building State-Based Information Resource Centers," was a timely one because several of the state education agencies (SEA's) served by the SEDL/RX were developing search services as part of dissemination efforts in their states. The SEDL/RX believed that the information provided at the conference would receive its maximum effectiveness in the form of a handbook, distributed to educators in the region and made available throughout the country.

Southwest Educational Development Laboratory is pleased to be able to serve educators in its region through projects such as the SEDL Regional Exchange.

James H. Perry
Executive Director
Southwest Educational
Development Laboratory

INTRODUCTION 1

Most educational decisions require high quality, up-to-date information.

INTRODUCTION 1

The proliferation of information which has occurred during the past several decades has been particularly apparent in the field of education. A number of projects have emerged to gain control of the knowledge explosion. Clearinghouses, learning resource centers, computer systems, and information hot lines all attempt to provide a tool crucial to modern life—the organization of information.

A fairly new development, which brings together a variety of resources and provides a quick, efficient way to cull essential information, is the educational search service. Such search services grew out of the assumption that most educational decisions require high quality, up-to-date information and that most educators have neither the time nor the resources to consider all available options.

Information search services are more than the traditional library. While the depth, breadth, and type of service offered differs with each project, search services usually base their activities on rapid delivery of computerized information sources. In addition, they may have specialized libraries which provide immediate access to traditional resources such as reference books, periodicals, or government reports. They may also rely on the resources of various outside support groups—public libraries, universities, or other information services. Search services combine the static resources of a library with the active skills of a staff of searchers to provide clients with a product: a collection of titles, authors, excerpts, syntheses,

and references which are individualized to the client's request. Clarifying a client's question, searching the project resources, and tailoring an appropriate, manageable response requires a staff with special skills and experience. The key to search services is service.

To spread the word about creating effective educational information search services, the Regional Exchange Project of the Southwest Educational Development Laboratory (SEDL/RX) in Austin, Texas, sponsored a two-day workshop in February 1980 titled "Building State-Based Information Resource Centers." Most of the workshop content was presented by the staffs of two state education information search services: Oklahoma's Project SEEK and Texas' Project CITE. The two projects provided complementary and contrasting views of their activities. Details such as acquiring resources and developing form letters were juxtaposed with larger issues such as interinstitutional cooperation and methods of marketing the project's services. In addition, information about outside support groups so essential for effective service was included. By the end of the conference, participants urged that the information be turned into a handbook. This document, produced by the SEDL/RX with the assistance of Projects SEEK and CITE, is the result.

INFORMATION SEARCH SERVICES FOR EDUCATORS begins with a description of Projects SEEK and CITE. It then goes on to discuss in detail the products offered by search services; how resources are built for the services, including acquisition of materials, cataloguing, and retrieval; how to market the services; and finally what to consider when developing a budget. The handbook makes no attempt at a comprehensive coverage of the subject. What is presented is a clear, practical look at possible activities, procedures, and requirements of search services, based on information primarily provided by two existing services. It is hoped that the handbook will be useful both to projects just beginning and to established projects interested in learning about other possible approaches.

The two projects differ in size, clients, methods for serving clients, length of time in operation, and relationship with sponsoring institutions.

Both Texas' Project CITE and Oklahoma's Project SEEK were established with funds from the National Institute of Education's state dissemination capacity building grants, and both are housed within their respective state education agencies (SEAs). The two projects differ in size, clients, methods for serving clients, length of time in operation, and relationship with their SEA sponsors. Descriptions of the two projects will illustrate the range of possibilities for information search services.

Project CITE (Coordinating Information for Texas Educators) was established in 1975 as part of the Dissemination Division of the Texas Education Agency (TEA). It was built on a smaller search service, Texas Information Service (TIS), which was available for three years before CITE began. CITE serves TEA staff, educators throughout the state via a linking system of twenty regional service centers, and clients such as universities and other state education agencies. CITE delivers information in the form of both individualized packets on requested searches and mass-produced resource guides for especially popular topics. By its fifth year of service CITE was responding to approximately 1,000 information requests per quarter during the yearly peak period.

A major part of Project CITE's service is based on computerized retrieval of information from ERIC and other data banks. In addition to the computer-based information, the center houses an impressive collection of print resources. These materials are a major strength of the service, and are heavily relied on during any search that is not "computer only."

TEA also supports its own library which provides reference service for the TEA staff. Although CITE serves TEA staff from time to time, this intra-agency service allows CITE to concentrate on requests from the state's twenty regional service centers and questions sent by its other clients. CITE uses the TEA library and other resource collections in the city when its resources are not sufficient.

Texas' statewide regional service center network provides an ideal link of CITE services to educators around the state. Each center employs a CITE contact person who is responsible for promoting CITE services, recording client requests and forwarding them to the CITE office in Austin. It is the contact person who receives the completed search and delivers it to the client. Each regional service center subscribes to CITE, using a graduated scale that allows from ten to 100 searches per three-month period. Each contact person is CITE's critical link in that part of the state, and a continuing program of contact meetings, training sessions, and day-to-day communication is maintained to assure a strong network across Texas.

Project SEEK (Sooner Exchange for Educational Knowledge) was founded in 1977 and was modeled after Project CITE. SEEK is housed in the Division of Communications and Dissemination of the Oklahoma State Department of Education. It serves all educators in the state, both directly and through the use of intermediate linkers. It provides both manual and computer searches. Requests are accepted by mail, telephone, and personal visit. In its third year of operation, SEEK responded to approximately 450 information requests per quarter for a variety of clients.

The SEEK staff bases most of its responses on retrieval of computerized information, most often tapping into ERIC, but also relying on many other data bases, such as Psychological Abstracts. SEEK has the entire ERIC microfiche collection. In addition, the SEEK office houses all publications of the Oklahoma State Department of Education, serving as a clearinghouse and assuring that all SEA-created materals are available through Oklahoma's network of state, public, private and school libraries.

Although the Oklahoma Department of Education houses an extensive media center, there is no agency research library, per se, and the SEEK project serves as a resource for all agency staff. Materials such as periodicals, monographs and other documents cited in ERIC but not on microfiche must usually be obtained from outside sources. Although the ERIC collection is a primary resource, SEEK also has a growing collection of print materials which supplements the computerized information searches. In addition, some prepackaged search responses have been developed, for example, on Individualized Education Plans and on Energy.

While the SEEK project served only state agency staff at first, it soon expanded to local districts and now responds to questions from any Oklahoma educator. It also serves other state and local agencies which work with the education community, such as the area vocational-technical centers, county co-ops providing educational services, county-wide education projects, and regional education service centers. By the beginning of 1980 new and concerted efforts were begun to develop further awareness activities for the project, including the use of school librarians as linkers.

Directors of both CITE and SEEK serve or have served on the SEDL/RX Advisory Board; both projects use the SEDL/RX as a resource, and with the assistance of the SEDL/RX, share information about procedures and operations.

PRODUCTS 3

The primary product of search services such as SEEK and CITE is information.

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PRODUCTS 3

The primary product of search services such as SEEK and CITE is information, packaged in a usable format and delivered in a timely manner. The information can be provided in one or a combination of forms, including:

1. Individual information searches which respond to a specific request
2. Resource guides on topics which meet the identified needs of groups of clients
3. Referrals and general telephone reference service

INDIVIDUAL INFORMATION SEARCHES

Information search services can receive requests in a variety of ways: forms mailed in by clients or by an intermediate agency, telephone requests, or requests made in person. Answers to these requests should provide clients a manageable collection of material that answers a specific question.

An individual information search can take the following forms:

1. Computer only search: computer-generated lists of references with bibliographic information ranging from a simple title listing to a comprehensive citation including a document abstract.

2. Manual search: a collection of information culled from books, journal articles, and ephemeral publications which are found in the service's resource collection.
3. Full search: a combination of computer-based and resource collection information.

Before sending out a computer print-out, the searcher will probably screen the results for relevant entries, highlighting what is pertinent. Unless more are requested, the searcher usually limits a computer search to 50 citations, which provides the most current documents in the system and is a manageable amount of information for the average user.

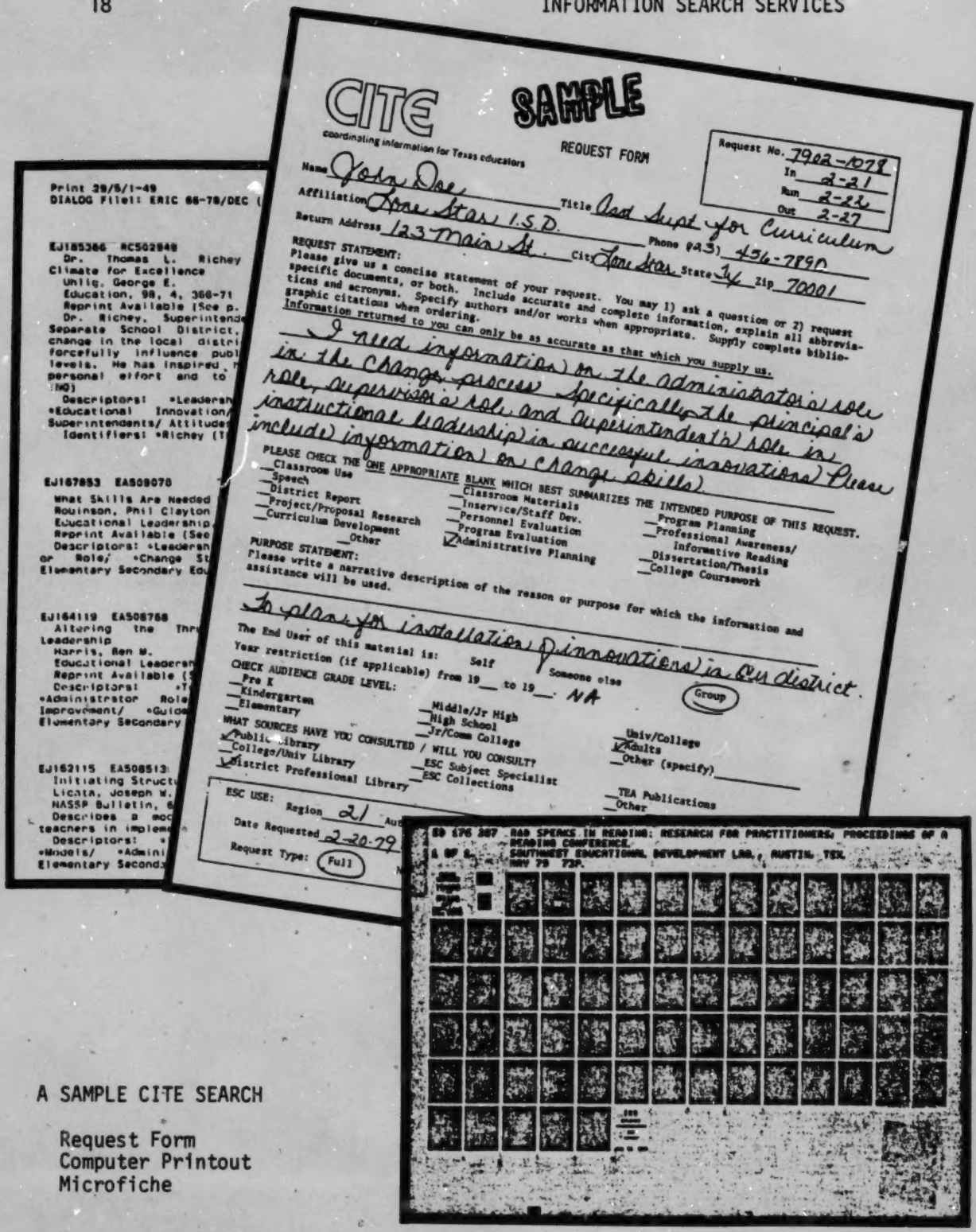
When the search is sent out, it is usually packaged with a cover sheet and other forms, including a microfiche ordering form, journal article ordering form, and special explanatory forms. The CITE and SEEK projects keep only the record of the search strategy and a list of materials sent out, rather than duplicating the complete search for in-house storage.

A search service will often provide resources that back up the initial response, for example, copies of journal articles or microfiche which are requested after the user has examined the search bibliography. Some search services have part of the budget set aside to build an internal collection. Others rely on inter-institutional cooperation to secure copies or loans of materials for clients. Some services offer only the initial search, and it is up to the clients to obtain additional information.

Although each search requires individual treatment, an information search service needs to decide how much of each kind of information to include in a "typical" search. For its full searches (computer and manual) Project CITE regularly provides (1) 50 ERIC citations, from which the client may then order 10 microfiche and 5 journal articles at no extra charge and (2) relevant materials from its print collection, including journal articles, chapters of books, curriculum guides, TEA publications. For its computer only searches, Project CITE provides 10 documents in microfiche, 5 journal articles and 50 ERIC citations.

An abbreviated sample search is shown on pages 18-19. Illustrated are a search request form, a computer printout, and a microfiche. In addition, title pages with tables of content and an explanatory note are also illustrated, as well as forms for ordering microfiche and journal articles.

An information search service should also establish criteria concerning appropriate requests and limits of services that will be offered. Project CITE policy covers time needed for filling requests; limits set on information provided for course work, theses and dissertations; information provided faculty and staff of colleges; requests which violate copyright provisions; and so forth. A copy of the CITE RESOURCE CENTER POLICY is reproduced on page 21.



CITE SAMPLE

coordinating information for Texas educators

REQUEST FORM

Request No. 7902-1078
In 2-21
Run 2-22
Out 2-27

Name John Doe Title Asst Supt for Curriculum

Affiliation Lone Star I.S.D. Phone (713) 436-7890

Return Address 123 Main St. City Lone Star State TX Zip 70001

REQUEST STATEMENT:
Please give us a concise statement of your request. You may 1) ask a question or 2) request specific documents, or both. Include accurate and complete information, explain all abbreviations and acronyms. Specify authors and/or works when appropriate. Supply complete bibliographic citations when ordering.
Information returned to you can only be as accurate as that which you supply us.

I need information on the administrator's role in the change process specifically the principal's role, supervisor's role and superintendent's role in instructional leadership in successful innovations. Please include information on change skills.

PLEASE CHECK THE ONE APPROPRIATE BLANK WHICH BEST SUMMARIZES THE INTENDED PURPOSE OF THIS REQUEST.

_Classroom Use
_Speech
_District Report
_Project/Proposal Research
_Curriculum Development
_Other
_Classroom Materials
_Inservice/Staff Dev.
_Personnel Evaluation
_Program Evaluation
✓Administrative Planning
_Program Planning
_Professional Awareness/ Informative Reading
_Dissertation/Thesis
_College Coursework

PURPOSE STATEMENT:
Please write a narrative description of the reason or purpose for which the information and assistance will be used.

to plan for installation of innovations in our district.

The End User of this material is: Self Someone else (Group)

Year restriction (if applicable) from 19__ to 19__. NA

CHECK AUDIENCE GRADE LEVEL:
_Pre K
_Kindergarten
_Elementary
_Middle/Jr High
_High School
_Jr/Comm College
_Univ/College
✓Adults
_Other (specify)_____

WHAT SOURCES HAVE YOU CONSULTED / WILL YOU CONSULT?
✓Public Library
_College/Univ Library
✓District Professional Library
_ESC Subject Specialist
_ESC Collections
_TEA Publications
_Other

ESC USE:
Region 21 Au
Date Requested 2-20-79
Request Type: (Full)

Print 39/5/1-49
DIALOG File1: ERIC 66-78/DEC (

EJ185366 RC502848
Dr. Thomas L. Richey
Climate for Excellence
Uhlig, George E.
Education, 98, 4, 366-71
Reprint Available (See p.
Dr. Richey, Superintende
Separate School District,
change in the local distri
forcefully influence publ
levels. He has inspired
personal effort and to
(HQ)
Descriptors: •Leadersh
•Educational Innovation/
Superintendents/ Attitudes
Identifiers: •Richey (T

EJ187853 EA509070
What Skills Are Needed
Rouinson, Phil Clayton
Educational Leadership
Reprint Available (See
Descriptors: •Leadersh
or Role/ •Change St
Elementary Secondary Ed

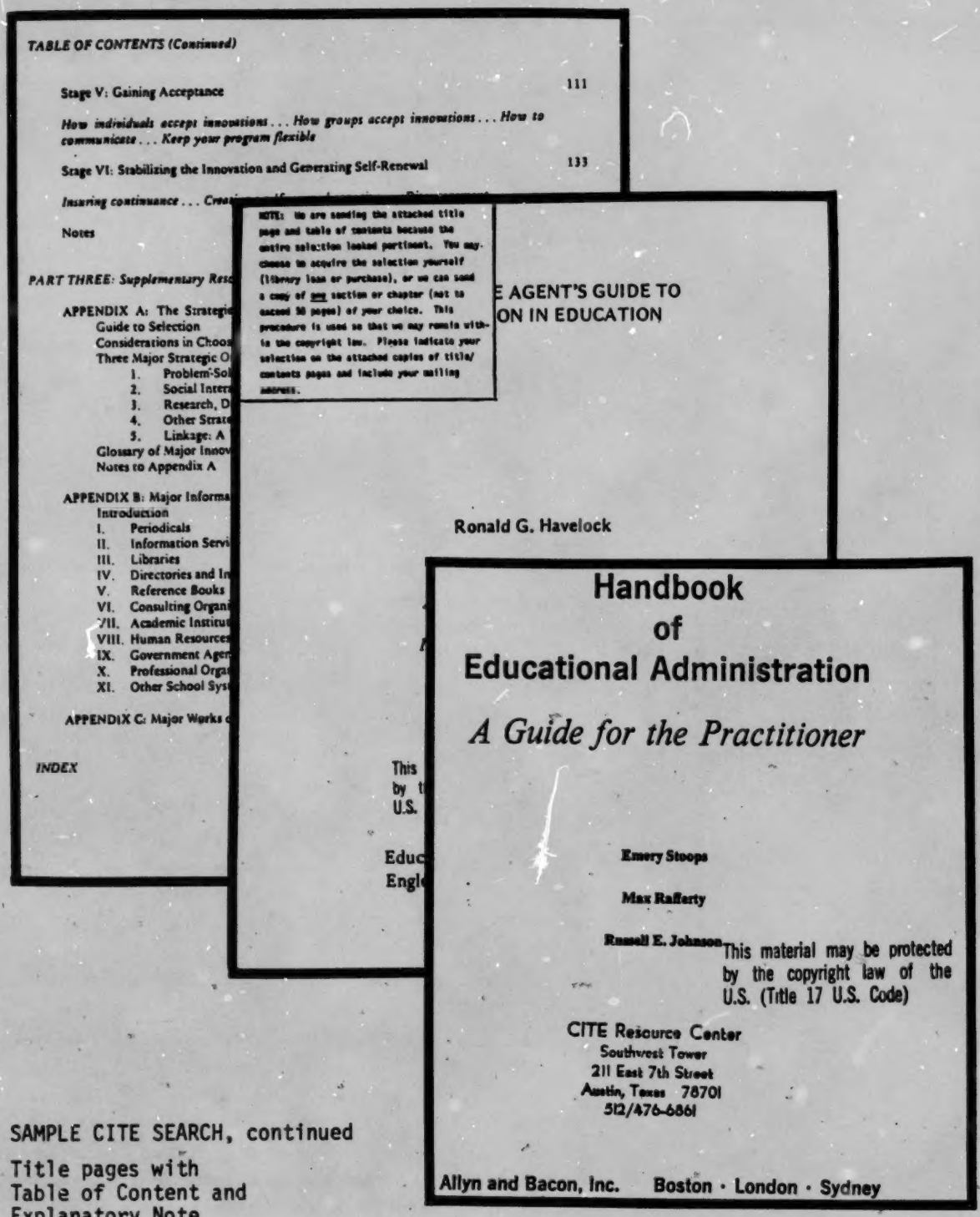
EJ164119 EA508768
Altering the Thr
Leadership
Harris, Ben M.
Educational Leadersh
Reprint Available (S
Descriptors: •L
•Administrator Role
Improvement/ •Guide
Elementary Secondary

EJ162115 EA508513
Initiating Structu
Licata, Joseph W.
NASSP Bulletin, 6
Describes a mod
teachers in implem
Descriptors: •
•Models/ •Admini
Elementary Seconds

ED 176 307 RAD SPEAKS IN READING: RESEARCH FOR PRACTITIONERS; PROCEEDINGS OF A READING CONFERENCE.
& OF S... SOUTHWEST EDUCATIONAL DEVELOPMENT LAB., AUSTIN, TEX.
MAY 79 73P.

A SAMPLE CITE SEARCH

Request Form
Computer Printout
Microfiche



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Stage V: Gaining Acceptance 111

How individuals accept innovations . . . How groups accept innovations . . . How to communicate . . . Keep your program flexible

Stage VI: Stabilizing the Innovation and Generating Self-Renewal 133

Insuring continuance . . . Creat

Notes

PART THREE: Supplementary Resc

APPENDIX A: The Strategi
Guide to Selection
Considerations in Choos
Three Major Strategic O
1. Problem-Sol
2. Social Inter
3. Research, D
4. Other Strat
5. Linkage: A
Glossary of Major Innov
Notes to Appendix A

APPENDIX B: Major Informa
Introduction
I. Periodicals
II. Information Servi
III. Libraries
IV. Directories and In
V. Reference Books
VI. Consulting Organi
VII. Academic Institut
VIII. Human Resources
IX. Government Agen
X. Professional Orga
XI. Other School Syst

APPENDIX C: Major Works c

INDEX

NOTE: We are sending the attached title page and table of contents because the entire selection looked pertinent. You may choose to acquire the selection yourself (library loan or purchase), or we can send a copy of one section or chapter (not to exceed 50 pages) of your choice. This procedure is used so that we may remain within the copyright law. Please indicate your selection on the attached copies of title/contents pages and include your mailing address.

E AGENT'S GUIDE TO
ON IN EDUCATION

Ronald G. Havelock

This
by t
U.S.

Educ
Engl

Handbook of Educational Administration

A Guide for the Practitioner

Emery Stoops

Max Rafferty

Russell E. Johnson

This material may be protected by the copyright law of the U.S. (Title 17 U.S. Code)

CITE Resource Center
Southwest Tower
211 East 7th Street
Austin, Texas 78701
512/476-6861

Allyn and Bacon, Inc. Boston · London · Sydney

A SAMPLE CITE SEARCH, continued

Title pages with
Table of Content and
Explanatory Note

MICROFICHE DOCUMENTS ORDER FORM

CITE: Coordinating Information for Texas Educators

Send completed original form to: CITE Resource Center
Southwest Tower
211 East 7th Street
Austin, Texas 78701

Name_____ CITE Search Number_____
(see copy of request form)

Address_____

City_____ State_____ Zip_____

Phone ( )-_____

Ten (10) documents in microfiche are included with each request at no cost. They may be from the following collections: ERIC, UNIPACs (Learning activity packages), or Xerox Curriculum Guides. For titles of documents available from UNIPACs or Xerox Curriculum Guides, see your CITE contact person.
PLEASE NOTE: You may order up to ten documents total per search, from whatever collection.

List below the ED number (ex. ED 000000), and title of the documents you wish. Be sure the ERIC document citation is available from EDRS (ERIC Document Reproducation Service). Documents ordered beyond ten will be billed at $.20 per sheet of film.

DOCUMENT NUMBER	TITLE	CITE USE

JOURNAL ARTICLE REQUEST FORM

CITE: Coordinating Information for Texas Educators

Send completed form to: CITE Resource Center
Southwest Tower
211 East 7th Street
Austin, Texas 78701

In addition to microfiche documents, you may order up to five (5) journal articles per search. Copies are supplied based on availability in CITE resources. You will be notified when journal titles are not available.

		CITE USE
EJ-_____	Article Title Journal Vol./No. Mo./Yr. Pp.	
EJ-_____	Article Title Journal Vol./No. Mo./Yr. Pp.	
EJ-_____	Article Title Journal Vol./No. Mo./Yr. Pp.	
EJ-_____	Article Title Journal Vol./No. Mo./Yr. Pp.	
EJ-_____	Article Title Journal Vol./No. Mo./Yr. Pp.	

CITE RESOURCE CENTER POLICY

In keeping with Resource Center philosophy and goals, all information requests shall be accepted and attempted by the CITE Resource Center under the following criteria. Requests may be either for information (searches) or for individual documents (journal articles, curriculum guides, ERIC documents, UNIPACs, etc.).

Information Requests

1. Requests for information will be returned as rapidly as possible; exceptions will be communicated to ESC contacts.
2. Every attempt will be made to return searches by their stated "needed" date; exceptions will be communciated to the ESC contact.
3. Requests for graduate or undergraduate course work, theses, dissertations, shall be fulfilled with a computer search only.
4. Faculty and staff of colleges/universities will receive computer searches only.
5. Requests falling outside the expressed focus of the Resource Center, the public school educational process, shall be attempted with no guarantee of success and on a time-available basis.
6. The Resource Center reserves the right to return requests deemed wholly inappropriate in purpose and/or subject.

Document Requests

1. Requests which violate copyright provisions will be returned with an explanation.
2. Journal article requests will be filled at the Resource Center, TEA Library, and/or the SEDL Library. Requests for articles which are not available at any of these three resources will be returned with a notice of non-availability.
3. A. Journal article requests will be filled within three weeks of receipt at the Resource Center.

   B. Microfiche and any other document request will be filled within 10 days of receipt at the Resource Center.
4. Requests for up to ten documents or five journals shall be processed without charge.
5. Requests for documents or journals above ten will be billed at $.20 per sheet.
6. Orders received with a purchase order (bulk orders) will be processed as received and the purchase order invoiced as stated.

CITE RESOURCE CENTER POLICY

RESOURCE GUIDES

In addition to responding to individual search requests, a search service may decide to develop resource guides on selected topics. These guides are actually generalized searches, usually including bibliographies, articles, state guidelines, etc. Guides should be current, balanced, easy to use, and accurate. They should provide an assortment of resources, some of which are reproduced in the guide itself and others which may be obtained by the client.

Guides are probably most useful as basic, pre-packaged reference tools which are disseminated throughout the client audience. They also provide visibility for the project, illustrating the potential of an information search.

Topic Selection

To be effective topics for the guides must be responsive to the current information needs of educators in the region served. In identifying topics, the sources of information listed below can be used.

SOURCES OF INFORMATION

- Records of requests from users will point to topics of current interest.
- Informal surveys of linkers or contact persons for their perceptions of current "hot topics."

- More formal surveys of needs from the region served. A handy tool for conducting such a survey is "What Information Do Educators Need?"--available from RISE (Research and Information Services for Education), located at 198 Allendale Road, King of Prussia, PA 19406.
- Federally funded program areas, for example current Title IV-C priorities as determined.
- State and local public school priorities as determined by the state education agency through state and local needs assessments.

Review Team

Once the topic has been determined, the editor (or whoever is responsible) must outline a strategy for the guide's development A first step in securing support for the project and making sure its content is current is the establishment of a review committee of readers who are specialists in the topic. If the search service works with or is a part of a state education agency, it is essential to include the state's subject specialists on the review team. In addition, a representative of the client group (teacher, curriculum specialist, principal, etc.) and a representative from the search service's delivery system (a contact person from an intermediate district, perhaps) would also be useful. The topic might also lend itself to perusal by a university or college reviewer, or perhaps a staff member from an educational laboratory or research center.

REVIEW TEAM FOR RESOURCE GUIDE

Can be composed of:

- SEA subject specialists
- Client group representatives
- Contact persons or linkers
- Academic reviewers

The review team can be used in a variety of ways: to help identify current trends and possible topic limitations during the planning stages; to identify classic works in the area; or to act as readers at the conclusion of the guide's development. It is up to the search service--with its limitations of time, money, and staff—to determine how extensively the review team will be used. A sample cover letter for reviewers is shown on page 26.

Content Sources

After the topic and scope of the resource guide has been established, the search service can begin collecting resources for its content. If the relationship with the reviewers is good, the editor might begin the reading and screening process using materials they recommend. A computer search of appropriate data bases, usually ERIC and perhaps others, such as Exceptional Child Abstracts or Psychological Abstracts, will have to be run as well. The search print-out will provide a core listing that

will serve, in abbreviated form, as a central piece of the guide. A variety of other sources are routinely searched to assure broad coverage of the topic.

OTHER RESOURCES TO SEARCH

- Suggestions from SEA subject specialists.
- SEA publications, guides and/or requirements, if pertinent.
- EDUCATIONAL PROGRAMS THAT WORK, which provides descriptions of programs in the National Diffusion Network.
- The central listing of exemplary state programs, if available.
- Annotated bibliography of "outstanding" resources (usually available from commercial publishers, professional associations or private groups). Included here are references to the professional journals that relate to the topic and other journals that have special theme issues.
- The area's Regional Exchange (part of the R&D Exchange network) may be able to provide listings of organizations or other pertinent resources on the topic.
- Non-computerized resources in the search service's collection.

COVER LETTER TO REVIEWERS

CITE
coordinating information for Texas educators

Cover letter to reviewers

August 7, 1979

TO:

FROM: Waunda Stedman and Jan Anderson,
CITE Resource Center

Attached is a final draft copy of our second Guide to Resources and Information -- Inservice Education. Would you please review the copy for accuracy of information, adequacy of coverage, and clarity of content? (We will, of course, welcome your noting of "typos.") We would appreciate your comments about any or all of the Guide by Tuesday, August 14.

The index, indicated on the "Contents" page, is being compiled during this review week, and is not, therefore, included in your copy. We have never before included indexes in any of our minipackets or guides. But because the topic of inservice is so broad and the Guide rather lengthy, it seemed that an index would make the Guide easier to use.

Our thanks goes to Raul Contreras, Jeff Bormaster, and Jody Holm for their cooperation and contributions to the inservice Guide.

Copies to: Virginia Cutter
Jim Kidd
Raul Contreras
Jeff Bormaster
Jody Holm

CITE Resource Center, Southwest Tower, 211 E. 7th Street, Austin, Texas 78701, (512) 476-6861. Improving education for Texas students through promising programs, practices, products—Project CITE is funded by the National Institute of Education and administered through the Division of Dissemination, Texas Education Agency.

Organizing the Information

Gathering, selecting, rejecting and organizing the various resources in the guide follows a similar pattern to that used by a searcher building a response to an information request. It might be helpful at this point to use members of the review team for suggestions on the emphasis or slant of the materials that should be included.

In order to make the computer print-out bibliography as useful as possible, the editor will probably want to eliminate those citations which are not directly on target for the guide. Order the final bibliography with full citations through the computer terminal, if the print-out quality is good. The resulting print-out can then be duplicated in the guide, saving a tedious typing job for a large part of the document.

Journal or magazine articles will probably be included in the guide, and copyright clearance must be obtained to reproduce multiple copies. Obtaining copyright permission can take anywhere from one to six weeks, so decisions about these materials should be made early in the selection process. There is generally little problem obtaining copyright release for such resource guides, but there are publishers who will not allow duplication under any circumstances. Such restrictions should be established as early as possible in the planning process. A copy of the final document should be sent to each publisher who has articles in the guide. See the sample copyright permission form and contributor's cover letter on page 28.

COPYRIGHT
PERMISSION FORM

Permissions Editor:

We request permission to reprint copies of the item described below.

The request is made in furtherance of our project goal of providing high quality information to public school professionals in Texas. Distribution of the item, as part of an information package, and at no charge, will be made to independent school districts and regional centers in our state. Acknowledgement will be given and a copy of our publication will be sent to you.

Item for which permission is requested:

Title:_____

Author:_____

Publication:_____

(Vol._____ No._____ Date_____ Pages_____)

Thank you in advance for your cooperation.

Sincerely,

Waunda Stedman
Manager, CITE Resource Center

CONTRIBUTOR'S
COVER LETTER

Dear Contributor:

The product enclosed contains materials (described below) for which you granted permission to reprint.

We hope this product will be useful to the Texas public school community, and we thank you for your gracious contribution to it.

Sincerely,

CITE Resource Center

Material used:

Author:_____

Title:_____

Volume:_____ Number:_____ Date:_____

Journal/Publication:_____

Pages:_____

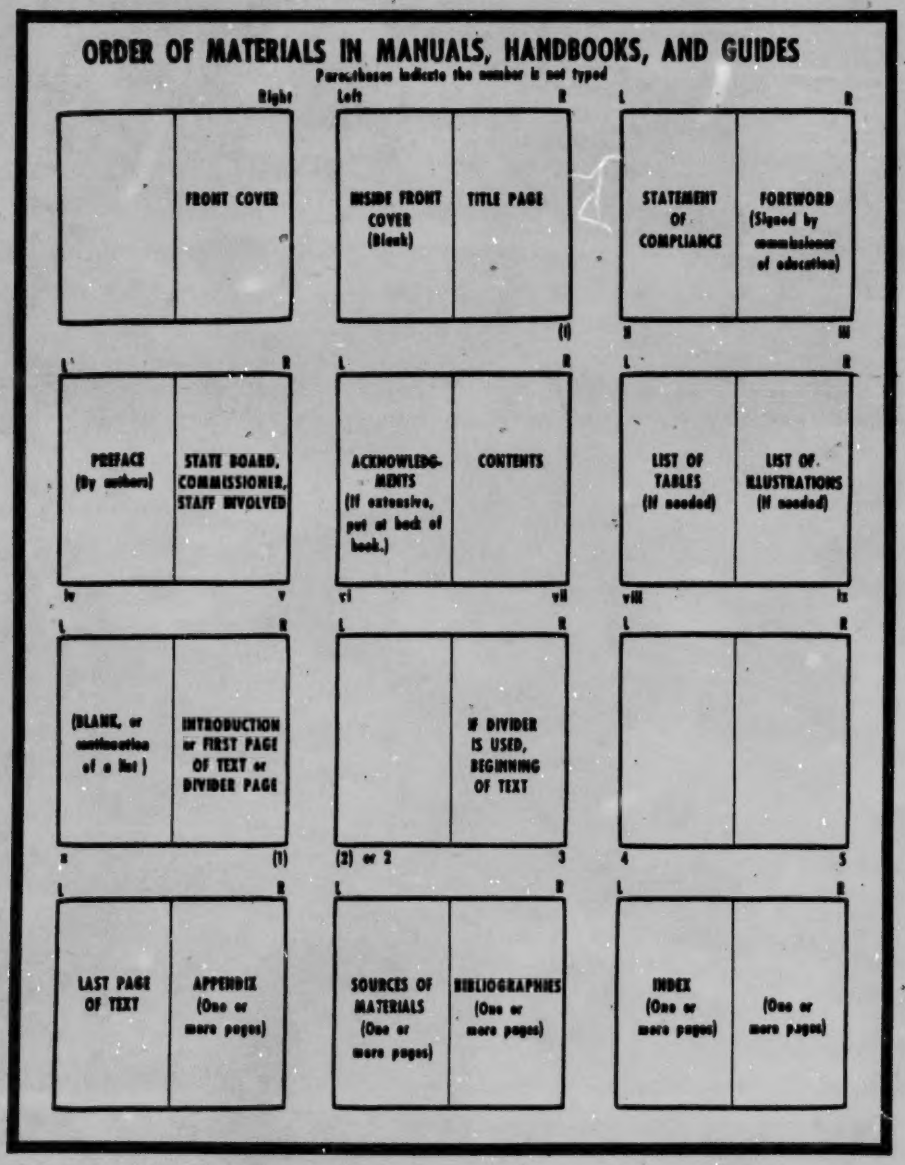
Final Production and Distribution

After the content has been collected and decisions made for what is to be included, development of a cover design and other graphics should begin. If the project has adequate budget, a designer may be used in order to produce a more polished document.

The search service's sponsoring institution, particularly if it is a state education agency, may have publication requirements or restrictions that must be reviewed early in the design of the guide. A Texas Education Agency stylebook, available from that agency, gives detailed instructions for preparing copy. Such institutional requirements may actually ease production headaches since they eliminate the need for some editorial decisions.

On the following pages are a check sheet and a suggested sequence for materials prepared by the Texas Education Agency, to provide information for editors of its publications.

In addition, a suggested sequence for materials in handbooks and guides which TEA uses is also provided below.



CHECK SHEET FOR MAJOR PUBLICATIONS

Agency staff members responsible for preparation of major publications must check the items listed below:

- Has the Agency stylebook been followed in preparing copy?
- Are the copyrights cleared on all quoted matter?
- Have the necessary acknowledgments been made?
- Are references made to the Texas Education Agency and to the State Department of Education consistent?
- Is the State Board of Education and Agency staff list current?
- Has a Statement of Compliance been included, either before or after the text? (See Attachment 5)
- Are all pages numbered? (See Attachment 5)
- Has sequence of pages been checked after numbering?
- Are "Content" page numbers in agreement with final layouts?
- Are footnotes overlined?
- Do a State Seal, the current year date, and the words, "Texas Education Agency, Austin, TX," appear on front or back cover?
- Has the publication been planned and edited so as to require a minimum number of pages?
- Has the foreword been approved by the Commissioner of Education?
- Have all the blue-penciled corrections to layout sheets been made?
- Has final proofing been completed?
- Has the publication number been assigned?
- Is the Request for Office Services form attached?
- Has the publication copy been approved by division director and associate commissioner?

Completion of the final draft includes correction of typing errors, incorporation of worthy reviewer suggestions, and final details such as pagination and indexing. The guide is then ready for the printer. If the search service is part of an SEA or a similar institution, there will probably be an internal print shop that can be used. Otherwise, competitive bids should be encouraged from local printing companies.

It will be useful at this time to start thinking about the announcement of the guide and its distribution. A search service which serves as the central resource for an established dissemination system will have a natural channel for distribution. Other search services may want to make use of client contacts or state education agency (SEA) publications to advertise the guide. The Marketing section, beginning on page 108, lists suggestions for announcing and publicizing project services which can alse be used for distribution of resource guides.

Evaluation

To evaluate the effectiveness and usefulness of the guides it produces, CITE asks selected users to fill out an evaluation form. The form asks about the guide's style, format, and usefulness. Users are asked to rate each section in the guide and ample space is provided for additiona comments. A copy of the evaluation form used for the CITE publication, BARRIER FREE SCHOOLS, follows.

Name _____ School/ESC _____

CITE GUIDE: Barrier Free Schools

Please rate the items below, indicating to what extent the Guide is:

	extremely	very	moderately	slightly	not at all
readable in style and content	1	2	3	4	5
legible with easy to read format	1	2	3	4	5
useful to appropriate person in my district/ESC	1	2	3	4	5
informative to me	1	2	3	4	5

With reference to the four criteria above, please rate the individual sections of the Guide, indicating to what extent the Guide's sections are useful:

	extremely	very	moderately	slightly	not at all
Status Report: ANSI Standard Revision Project	1	2	3	4	5
Senate Bill No. 111: Texas State Program for Preventing Architectural Barriers	1	2	3	4	5
"The Handicap Mandate"	1				
"How your school buildings must change to comply with PL 94-142"	1				
"Facilities for Mainstreaming the Handicapped"	1				
Resources	1				
Accent on Information Search Request Form	1				
Organizations	1				
Alphabet Soup List	1				
ERIC Bibliography	1				
ERIC Document Order Form	1				

CITE
RESOURCE GUIDE
EVALUATION

The Guide should have more emphasis on _____

_____

The Guide should have less emphasis on _____

_____

The Guide was mailed to all superintendents, and multiple copies were sent to the CITE contact person in each education service center. Who else should receive the Guide?

_____

_____

Information about the Guide was in the spring edition of the inCITE newsletter, and ESC communicators have been asked to include information about it in their center newsletters. What other ways can be "advertise" the existence of the Guide?

_____

_____

What other topics should we consider when planning guides?

_____

_____

Other comments: _____

_____

_____

Thanks for giving us your time and opinions. Please send this form to:

Patrick Martin
Division of Dissemination
Texas Education Agency
201 East 11th Street
Austin, TX 78701

PROJECT CITE RESOURCE GUIDE

The Project CITE Resource Guide, BARRIER FREE SCHOOLS, was printed at the Texas Education Agency print shop. The guide has been distributed throughout the state via Texas' Regional Service Center network and to clients served by the SEDL Regional Exchange in Arkansas, Louisiana, Mississippi, Oklahoma, and New Mexico. A second guide, INSERVICE EDUCATION, was produced and distributed in a similar manner.

MATERIALS 4

The diversity and amount of educational materials is staggering.

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MATERIALS 4

The ERIC Collection (Educational Resources Information Center), plus additional reference materials, forms the basic collection for an educational information search service. For some services, who offer only access to computer retrieval with an ERIC microfiche back-up, this basic collection is sufficient. However, if the budget and the scope of the search service will allow, maintaining a collection of materials such as periodicals, commercial publications, information from state departments of education, educational research laboratories and centers, federal and state government publications, and professional organizations, will allow responses of much greater scope and use.

The following descriptive list of possible sources of materials for an educational information search service is by no means exhaustive. Everyone who has compiled a "comprehensive" list of anything knows that as soon as it is sent to the printer or distributed, the list begins to become out-of-date. With this disclaimer, here are some of the print and microform sources that are available to search services.

SUGGESTED MATERIALS

1. ERIC (EDUCATIONAL RESOURCES INFORMATION CENTER)

   The ERIC system provides access to the largest data base of educational information currently available and serves as the core resource of most education search services. The data base includes education-related articles from approximately 850 professional journals and popular magazines, as

well as approximately 200,000 titles which are filmed and stored on microfiche. Monthly indices maintain collection currency: RESOURCES IN EDUCATION (RIE) lists new additions to the document collection, while CURRENT JOURNALS IN EDUCATION (CIJE) lists additions to the periodical collection. Details of the ERIC system are discussed pages 79-84.

2. MAJOR PUBLICATIONS OF THE STATE EDUCATION AGENCY (SEA)

Project SEEK and Project CITE store copies of all major SEA publications in their resource collection. These provide a central component of the collection, particularly for state-specific questions. Multiple copies are preferable if space permits.

3. STATE EDUCATION AGENCY PUBLICATIONS IN OTHER STATES

These include publications catalogs, bibliographies, and newsletters from other state departments of education and their resource centers. As expected, some states have more to offer than others. These resource lists can often answer the frequent question: "What are other states doing in the area of _____?"

4. PERIODICALS COLLECTION

This should be kept small but representative. With the cost of periodical subscriptions doubling and even tripling every year or so, it seems important to be selective in this area of acquisitions. Better to have a smaller number of titles, say 50, with several years of complete back issues, than to subscribe to everything indexed in CIJE and end up with gaps when titles must be dropped as the budget ebbs and flows. See page 42 for a list of periodicals in Texas' Project CITE collection.

Recommended is the EDUCATION DAILY, costly at $275.00 a year and difficult to keep up with since it comes every day. ED DAILY does offer the national and state view of trends and legislation and it gives "early warning" of developments and publications in education.

5. CURRICULUM GUIDES

There are several collections available commercially. Some of the most requested materials in the Texas CITE collection are found in the curriculum guides listed on page 39.

SELECTED EDUCATIONAL CURRICULUM GUIDES

KTO MICROFORM'S SELECTED CURRICULUM GUIDES IN MICROFICHE $250-$450/year

Issued annually from 1970, these guides are selected from those exhibited at the annual conference of the Association for Supervision and Curriculum Development.

FEARON-PITMAN CURRICULUM DEVELOPMENT LIBRARIES $1,495.00

Two microfiche libraries, 500 selected curriculum guides each, for K-6 and 7-12. Developed by teachers with objectives, competence goals, instructional strategies, evaluation methods, teaching resources, and student usable materials. Cost of both libraries may receive funding support from ESEA Title IV, Higher Education Act Title II-A, and/or Library Services and Construction Act Title I.

UNIPACS Current cost unknown

Individualized self-instructional study units in microfiche composed of several pages in seventeen curriculum areas, K-12. Now marketed by San Mateo Educational Resource Center (SMERC) in California. For current cost, contact SMERC.

XEROX CURRICULUM MATERIALS CLEARINGHOUSE Current cost unknown

Consists of two parts: the microfiche collection of 260 instructional units and the Curriculum Briefs in book form. Two hundred sixty two-page briefs or abstracts of the guides, plus three indices, subject, title, and author. Contact Xerox for current cost.

ERIC CURRICULUM GUIDES Current cost unknown

In several subject areas, all grades, contains abstracts of guides that are in the ERIC microfiche collection.

STATE CURRICULUM GUIDES cost varies

Will vary from state to state. In Texas, the source is the collection of the Texas State Teachers Association (NEA affiliate) library of state guides offered free on loan basis to TSTA members.

PHI DELTA KAPPA FASTBACKS $49.00 for complete set

Series of 137 brief paperback monographs published on topics ranging from curriculum and supervision to educational facilities and instructional materials.

COMPETENCY BASED EDUCATION SOURCEBOOK $28.50

Available from Northwest Regional Educational Laboratory, describes sources pertaining to competency based education.

SMERC RESOURCE GUIDE VOLS. I-VI Prices vary: see below

Series of catalogs of curriculum guides submitted by county and local educational agencies in California, as well as contributions from other states. Prices vary. For example, Vol. V (1978) available with 179 titles for $330.00 or with 81 titles for $125.00; Vol. VI (1979) available with 115 titles for $200.00.

6. REFERENCE COLLECTION

These are mostly hardbound monographs or sets which cross subject lines and become obsolete very slowly. Some of these will be in an SEA library or state, public, or university library. Cooperative relationships may be the most economical way to access these titles. See page 41 for some basics of an educational reference collection.

7. LOCAL NETWORKS

Local networks will vary by area. In Texas, for example, there are twenty Regional Service Centers, in addition to over 1100 independent school districts. Texas' Project CITE also relies on listings of "Promising Programs and Practices" identified by Texas Education Agency subject specialists and a catalog of exemplary programs, "Demonstration Schools in Individualized Instruction."

Oklahoma's Project SEEK relies both on area vo-tech centers, county co-ops providing educational services, and county-wide education projects, and Regional Educational Service Centers.

8. MEMBERSHIPS AND SUBSCRIPTION SERVICES

Memberships often include a variety of services such as yearly publications, catalogs, discounts on publications, newsletters, bulletins, yearbooks, journals, etc. Some potentially valuable organizations for search services are listed below.

REFERENCE COLLECTION STANDARDS

41

Title	Cost
AYER DIRECTORY OF PUBLICATIONS	$56.98
BOOKS IN PRINT (3 sets, 2 volumes each: subject guide, title guide, author guide)	$92.50
CURRICULUM HANDBOOK: THE DISCIPLINES, CURRENT MOVEMENTS, INSTRUCTIONAL METHODOLOGY, ADMINISTRATION AND THEORY.	$9.95 abbreviated edition paperback
EL-HI TEXTBOOKS IN PRINT (one of Books in Print Series)	$29.95
ENCYCLOPEDIA OF INFORMATION SYSTEMS AND SERVICES	$95.00
ENCYCLOPEDIA OF EDUCATION (10 volumes)	$200.00
ENCYCLOPEDIA OF EDUCATIONAL RESEARCH	$39.00
EDUCATIONAL INNOVATOR'S GUIDE	
ENCYCLOPEDIA OF ASSOCIATIONS (includes official and acronym names, addresses, goals and publications of all educational associations)	$75.00
EDUCATIONAL PROGRAMS THAT WORK (still often called the NDN CATALOG)	$5.00
A GUIDE TO SOURCES OF EDUCATIONAL INFORMATION	$25.00
GUIDE TO AMERICAN EDUCATIONAL DIRECTORIES	price not available
GUIDE TO PERIODICALS IN EDUCATION AND ITS ACADEMIC DISCIPLINES	$19.50
HANDBOOK OF EVALUATION RESEARCH (2 volumes)	$50.00
NATIONAL CENTER FOR EDUCATIONAL STATISTICS (publication series)	price not available
NIE CATALOG OF EDUCATION PRODUCTS (2 volumes)	$10.00 for Vol. I $12.00 for Vol. II
SUBJECT GUIDE TO CHILDREN'S BOOKS IN PRINT	$29.95
SECOND HANDBOOK OF RESEARCH ON TEACHING	$40.00
SEVENTH MENTAL MEASUREMENT HANDBOOK (by Burros) 2 volumes, yearbook	$85.00
STANDARD EDUCATION ALMANAC (Marquis Academic Media)	$37.50
TESTS IN PRINT II	$70.00
ULRICH'S INTERNATIONAL PERIODICAL DIRECTORY	$57.50
YEARBOOK OF SPECIAL EDUCATION (Marquis Academic Media)	$37.50

*Prices according to 1978-79 BOOKS IN PRINT

TEXAS CITE COLLECTION PERIODICAL HOLDINGS

Title	Audience	Cost
AMERICAN EDUCATION	supervisors and curriculum specialists	$11.00/year*
AMERICAN EDUCATIONAL RESEARCH	all aspects of research	$17.00/year (quarterly)
AMERICAN SCHOOL BOARD JOURNAL	board members	$24.00/year (monthly)
EDUCATION DIGEST	review of all education literature	$10.00/year (9/yr.)
EDUCATIONAL LEADERSHIP	supervisors and curriculum specialists	$35.00/year**
ELEMENTARY SCHOOL GUIDANCE AND COUNSELING	counselors	$10.00/year (quarterly)
ENGLISH JOURNAL	language arts teachers	$20.00/year (monthly)
EXCEPTIONAL CHILDREN	special groups	$20.00/year (monthly)
GIFTED CHILD QUARTERLY	special groups	$20.00/year (quarterly)
HISTORY TEACHER	social studies teachers	$12.00/year (quarterly)
JOURNAL OF LEARNING DISABILITIES	special groups	$20.00/year (monthly)
JOURNAL OF RESEARCH AND DEVELOPMENT IN EDUCATION	all aspects of research	$10.00/year (quarterly)
MATHEMATICS TEACHER	math teachers	$17.00/year (monthly)
NASSP BULLETIN	secondary principals	$30.00/year (9/year)
NATIONAL ELEMENTARY PRINCIPAL	elementary principals	$35.00/year (bimonthly)
PERSONNEL AND GUIDANCE JOURNAL	counselors	$25.00/year (10/year)
PHI DELTA KAPPAN	all educators	$10.00/year (monthly)
READING TEACHER	language arts teachers	$25.00/year (8/year)
REVIEW OF EDUCATIONAL RESEARCH	researchers	$17.00/year (quarterly)
SCHOOL SCIENCE AND MATHEMATICS	science and math teachers	$12.00/year (8/year)
SCIENCE AND CHILDREN	science teachers	$20.00/year (8/year)
SCIENCE EDUCATION	science teachers	$30.00/year (quarterly)
SOCIAL EDUCATION	social studies teachers	$35.00/year**
TEACHING EXCEPTIONAL CHILDREN	special groups	$12.50/year (quarterly)
THEORY INTO PRACTICE	researchers	$7.00/year (5/year)

*Periodical prices as of November 1979

**Includes membership fee to the Association for Supervision and Curriculum Development

To anyone just beginning a resource collection for an educational information search service, the diversity and amount of educational materials is staggering. There are some steps, however, that can be taken to narrow the scope and allow some options so decisions can be made about what to acquire.

First, a search service needs to determine what topics are currently of special interest to its clients. Assessing client needs can be informal: asking key clients or contact persons about their needs; examining recent request trends; or it can be formal: sending out a survey form to a sample of users and potential users. The RISE Project (Research and Information Services for Education) located at 198 Allendale Road, in King of Prussia, Pennsylvania, has developed a survey form to assess the kinds of information, the content areas of interest and the format desired by their clients. Something similar to RISE's survey can be used to help direct a search service in determining areas that should be emphasized in collection development.

Apart from canvassing local interest areas, the search service staff should stay abreast of educational trends and activities on a national scale. There are numerous resources that can be tapped to identify current issues:

- commercial publishers
- educational organizations
- unsolicited flyers, brochures, etc.
- review journals
- educational trend reviews/analyses
- ERIC Clearinghouses
- educational laboratories and centers

Sources cited earlier, pages 22-23, for making topic selections for Resource Guides will also prove useful.

Both for prepackaged materials and especially for collection development, it is crucial that information professionals be aware of trends when they first begin, and not find themselves taking the role of the "dog's tail." Watch for what legislative budget boards, legislative education committees, and governors seem to think is important. This can give early warning about what information local educators will want to know six months to two years later.

Faced with the wealth of possible choices which will result from contacting the various organizations and information sources, search services must determine which materials will fit the needs of their collection. If the staff is small enough, a group process for selection is probably the most valuable. Each searcher will have an individual perception of collection needs, and input from all points of view is essential. One person should be in charge of acquisitions, gathering and distilling requests from all involved and making the final selection decisions.

The Texas CITE project routes all announcements of possible materials to all staff members. They in turn are expected to mark those items of special interest. In addition, each staff member keeps "acquisition input forms" in order to note frequently

requested materials or items and ideas gleaned from reading. At monthly acquisition meetings, the staff votes on possible titles, using a scale of 1 to 5. The highest ranked items are ordered with available money, while the lower ranked items are kept in a DESIDERATA (desired items) file for future acquisition. In some cases, the budget will allow surprise purchases at the end of the year. It is very useful to pull out the DESIDERATA file on those occasions when there is usually only short notice for decision-making and order the lower-ranked, but still attractive, materials.

After the list of desired items is compiled, the search service's title listing must be checked to avoid possible duplication. All materials ordered should be noted on an order log or an order card. A sample of a log to keep a record of materials ordered is reproduced below.

SAMPLE ORDER LOG

Order #	Title	Publisher	Date Ordered	Date Received

When the material is received, the title is removed from the ordering record or file and entered in the search service's title listing.

SOURCES FOR EDUCATIONAL TRENDS

1. COMMERCIAL PUBLISHERS

Commercial publishers' catalogs are a good indication of marketable consumer interest. Publishers spend time and money on marketing surveys to determine public interest, and search services can take advantage of such information as reflected in publishers' catalogs. Below is a SELECTIVE LIST OF PUBLISHERS FREQUENTLY USED BY CITE.

SELECTED LIST OF PUBLISHERS FREQUENTLY USED BY CITE

ACADEMIC THERAPY PUBLICATIONS
20 Commercial Blvd.
Novato, CA 94947

ALLYN & BACON, INC.
Longwood Division
Rockleigh, NJ 07647

BURGESS PUBLISHING CO.
7108 Ohms Lane
Minneapolis, MN 55435

EDUCATIONAL TECHNOLOGY PUBLICATIONS
140 Sylvan Ave.
Englewood Cliffs, NJ 07632

FEARON PITMAN PUBLISHERS, INC.
6 Davis Drive
Belmont, CA 94002

HOLT, RINEHART, & WINSTON, INC.
P.O. Box 3699
383 Madison Ave.
New York, NY 10017

HOUGHTON MIFFLIN CO.
2 Park St.
Boston, MA 02107

McCUTCHAN PUBLISHING CORP.
P.O. Box 774
2526 Grove St.
Berkeley, CA 94704

McGRAW-HILL BOOK CO.
1221 Avenue of the Americas
New York, NY 10022

MACMILLAN INFORMATION
866 Third Ave.
New York, NY 10022

MARQUIS ACADEMIC MEDIA
200 E. Ohio St.
Rm. 5615
Chicago, IL 60611

MERRILL, CHARLES E., PUBLISHING CO.
1300 Alum Creek Dr.
Columbus, OH 43216

MSS INFORMATION CORP.
P.O. Box 985
Edison, NJ 08817

NATIONAL EDUCATIONAL LABORATORY
PUBLISHERS, INC.
P.O. Box 1003
Austin, TX 78767

OLYMPUS PUBLISHING CO.
1670 E. 13th St.
Salt Lake City, UT 84105

PENNANT PRESS
8265 Commercial St.
Suite 14
La Mesa, CA 92041

PRENTICE-HALL, INC.
Englewood Cliffs, NJ 07632

SCIENCE RESEARCH ASSOCIATES
155 N. Wacker Dr.
Chicago, IL 60606

TEACHERS COLLEGE PRESS
Columbia University
1234 Amsterdam Ave.
New York, NY 10027

2. EDUCATIONAL ORGANIZATIONS

Educational organizations also produce information and materials that reflect trends in education. An important tool in identifying various organizations is the ENCYCLOPEDIA OF ASSOCIATIONS which provides lists of educational associations, their addresses and membership information. Getting on the mailing list for some of these organizations will provide a constant flow of information about new publications, conferences, meetings, newsletters, etc. See the list of EDUCATIONAL ORGANIZATIONS on pp. 50-51 for some particularly valuable organizations that might be contacted.

3. UNSOLICITED FLYERS, BROCHURES, PRE-PUBLICATION ANNOUNCEMENTS

Once the information search service's name is on several lists, much unsolicited material will begin to arrive which provides information about possible acquisitions. Route the mail around the staff so that everyone involved in the acquisitions process can see it and mark interesting items.

4. REVIEW JOURNALS

Reviews in educational journals, or segments of review publications, are invaluable as selection tools for newly published commercial materials. These can give some guidance for navigating the sea of materials in the commercial catalogs. A list of the educational journals consulted by Texas Project CITE, together with the resource reviews found in each, is provided on page 52.

5. EDUCATIONAL TREND REVIEWS

Educational journals often publish "state of the art" reviews or analyses which can be useful in determining areas for emphasis.

6. ERIC CLEARINGHOUSES

There are sixteen ERIC Clearinghouses throughout the country, each devoted to a different subject area. Some publish newsletters, acquisition listings, synthesis reports, and other materials. There is great variety in the output of the clearinghouses, and it is useful to contact each one to see what is offered. The scope of each is outlined on pages 83-84.

7. EDUCATIONAL R&D LABORATORIES AND CENTERS

There are seventeen R&D laboratories and centers located throughout the United States. Educational laboratories are engaged in research, development, technical assistance, and dissemination which responds to the needs of their respective geographical areas.

The R&D Centers pursue research activities in designated content areas (e.g. teacher education, vocational education) and maintain a more national focus. Many of these organizations publish regular newsletters or have lists of publications and products. Below is a list of R&D labs and centers with their addresses.

AEL
Appalachia Educational Laboratory
P.O. Box 1348
Charleston, West Virginia 25325
(304) 344-8371

CEMREL
CEMREL, Inc.
3120 59th Street
St. Louis, Missouri 63139
(314) 781-2900

FWL
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94103
(415) 565-3000

HIGH SCOPE
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

JOHNS HOPKINS
Center for Social Organization of Schools
Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
(301) 366-3582

McREL
Mid-Continent Regional Educational Laboratory
5300 Rockhill Road
Kansas City, Missouri 64114
(816) 361-7700

NETWORK
The Network, Inc.
290 South Main Street
Andover, Massachusetts 01810
(617) 470-1080

NWREL
Northwest Regional Educational Laboratory
Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204
(503) 248-6800

OHIO STATE
National Center for Research in Vocational Education
Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614) 486-3655
(800) 848-4815

OREGON
Center for Educational Policy and Management
College of Education
University of Oregon
Eugene, Oregon 97403
(503) 686-5173

PITTSBURGH
Learning Research and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260
(412) 624-4800

RBS
Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19135
(215) 574-9300

SEDL
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861

STANFORD
Institute for Research on Educational Finance and Governance
CERAS Building
School of Education
Stanford University
Stanford, California 94305
(415) 497-1901

SWRL
SWRL Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720
(213) 598-7661

TEXAS
Research and Development Center for Teacher Education
Education Annex 3.203
The University of Texas at Austin
Austin, Texas 78712
(512) 471-1343

UCLA
Center for the Study of Evaluation
UCLA Graduate School of Education
145 Moore Hall
Los Angeles, California 90024
(213) 825-4711

WISCONSIN
Wisconsin Research and Development Center for Individualized Schooling
University of Wisconsin, Madison
1025 West Johnson Street
Madison, Wisconsin 53706
(608) 263-4200

8. OTHER SOURCES

Individual recommendations from SEA staff and from contacts in intermediate education agencies are very useful. Advertisements from the EDUCATION DAILY are also good sources for information.

BRS
BIBLIOGRAPHIC RETRIEVAL SERVICE

One interesting, although expensive, selection tool is offered by the Bibliographic Retrieval Service (BRS). BRS will provide a yearly or bi-annual update of all journals cited in the computer searches sent in by a search service. A perspective of those journals that have been most frequently cited in the past year is a helpful guide for next year's subscription list. The BRS update costs $300.00 for the annual update and $200.00 for two bi-annual updates. (Prices current as of January 1980.)

EDUCATIONAL ORGANIZATIONS

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 16th St., N.W.
Washington, D.C. 20036

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES
National Center for Higher Education
One Dupont Circle, N.W.
Washington, D.C. 20036

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1801 N. Moore St.
Arlington, VA 22209

AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
50 East Huron St.
Chicago, IL 60611

AMERICAN DRIVER AND TRAFFIC SAFETY EDUCATION ASSOCIATION
1201 16th St., N.W.
Washington, D.C. 20036

AMERICAN INDUSTRIAL ARTS ASSOCIATION
1201 16th St., N.W.
Washington, D.C. 20036

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY
1126 16th St., N.W.
Washington, D.C. 20036

ASSOCIATION FOR EDUCATIONAL DATA SYSTEMS
1201 16th St., N.W.
Washington, D.C. 20036

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1701 K St., N.W., Suite 1201
Washington, D.C. 20006

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS
1575 Old Bayshore Hwy.
Burlingame, CA 94010

ASSOCIATION OF TEACHER EDUCATORS
1701 K St., N.W., Suite 1201
Washington, D.C. 20006

THE CENTER FOR APPLIED RESEARCH IN EDUCATION, INC.
P.O. Box 130
West Nyack, NY 10994

COUNCIL FOR BASIC EDUCATION
725 15th St., N.W.
Washington, D.C. 20005

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091

EDUCATION COMMISSION OF THE STATES
300 Lincoln Tower Bldg.
1860 Lincoln St.
Denver, CO 80295

EDUCATIONAL RESEARCH SERVICE, INC.
1800 N. Kent St.
Arlington, VA 22209

EDUCATIONAL TESTING SERVICE
Rosedale Rd.
Princeton, NJ 08541

HOME ECONOMICS EDUCATION ASSOCIATION
1201 16th St., N.W.
Washington, D.C. 20036

ILLINOIS ASSOCIATION OF SCHOOL BOARDS
330 Iles Park Place
Springfield, IL 62718

INTERNATIONAL READING ASSOCIATION
800 Barksdale Rd.
P.O. Box 8139
Newark, DE 19711

JOURNALISM EDUCATION ASSOCIATION
Tomahawk Trail
Shabbona, IL 60550

MUSIC EDUCATORS NATIONAL CONFERENCE
1902 Association Dr.
Reston, VA 22091

NATIONAL ART EDUCATION ASSOCIATION
1916 Association Dr.
Reston, VA 22091

NATIONAL ASSOCIATION FOR PUBLIC CONTINUING AND ADULT EDUCATION
1201 16th St., N.W.
Washington, D.C. 20036

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN
1834 Connecticut Ave., N.W.
Washington, D.C. 20009

NATIONAL ASSOCIATION OF EDUCATIONAL PROGRESS
Education Commission of the States
1860 Lincoln St., Suite 700
Denver, CO 80295

NATIONAL ASSOCIATION OF EDUCATIONAL SECRETARIES
1801 North Moore St.
Arlington, VA 22209

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
1801 N. Moore St.
Arlington, VA 22209

NATIONAL ASSOCIATION OF INDEPENDENT SCHOOLS
Mail Room
4 Liberty Square
Boston, MA 02109

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
1904 Association Dr.
Reston, VA 22091

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION
444 N. Capitol St., N.W.
Suite 526
Washington, D.C. 20001

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION
1201 16th St., N.W.
Suite 610E
Washington, D.C. 20001

NATIONAL BUSINESS EDUCATION ASSOCIATION
1906 Association Dr.
Reston, VA 22091

NATIONAL CENTER FOR BILINGUAL EDUCATION
1500 Wilson Blvd.
Suite 802
Rosslyn, VA 22209

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
2030 M St., N.W.
Washington, D.C. 20036

NATIONAL COUNCIL OF TEACHERS OF ENGLISH
1111 Kenyon Rd.
Urbana, IL 61801

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS
1906 Association Dr.
Reston, VA 22091

NATIONAL DISSEMINATION AND ASSESSMENT CENTER FOR BILINGUAL EDUCATION
7703 N. Lamar
Austin, Texas 78752

NATIONAL EDUCATION ASSOCIATION
1201 16th St., N.W.
Washington, D.C. 20036

NATIONAL INSTITUTE ON DRUG ABUSE
NIDA Research on Drug Abuse
5600 Fishers Ln.
Rockville, MD 20857

NATIONAL RETIRED TEACHERS ASSOCIATION
1909 K St., N.W.
Washington, D.C. 20049

NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION
1801 N. Moore St.
Arlington, VA 22209

NATIONAL SCIENCE TEACHERS ASSOCIATION
1742 Connecticut Ave., N.W.
Washington, D.C. 20009

NATIONAL/STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED AND THE TALENTED
316 W. Second St.
Suite PH-C
Los Angeles, CA 90012

NTL INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE
P.O. Box 9155
Rosslyn Station
Arlington, VA 22209

PHI DELTA KAPPA
Eighth and Union Avenue
P.O. Box 789
Bloomington, IN 47401

RURAL EDUCATION ASSOCIATION
1201 16th St., N.W.
Washington, D.C. 20036

SELECTED PUBLICATIONS OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION
Bureau of Publications
721 Capitol Mall
Sacramento, CA 95814

SOCIAL SCIENCE EDUCATION CONSORTIUM
855 Broadway
Boulder, CO 80302

SPEECH COMMUNICATION ASSOCIATION
5205 Leesburg Pike
Falls Church, VA 22041

SUPERINTENDENT OF DOCUMENTS
Government Printing Office
Washington, D.C. 22041

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)
School of Languages and Linguistics
Georgetown University
Washington, D.C. 20057

RESOURCE REVIEWS IN EDUCATIONAL JOURNALS
Used by Texas CITE

ACADEMIC THERAPY
"From the Publisher" lists monographs with order information

AMERICAN EDUCATION
"Recent Publications" briefly annotates GPO publications

AMERICAN JOURNAL OF EDUCATION
"Book Reviews" has brief list with extensive reviews

AMERICAN SCHOOL BOARD JOURNAL
December issues list top books for the year

CHILDHOOD EDUCATION
"Books for Children" has brief reviews and "Books for Adults" lists books with medium length reviews

CONTEMPORARY EDUCATION
"Book Reviews" reviews one or two monographs

EDUCATIONAL LEADERSHIP
"Reviews" covers four or five monographs

THE ELEMENTARY SCHOOL JOURNAL
"From the Publishers" has bibliography only

THE ENGLISH JOURNAL
"NCTE Publications" has lists with brief reviews and "Teaching Materials" is not in every issue

HARVARD EDUCATION REVIEW
"Book Reviews" has extensive scholarly reviews

THE HIGH SCHOOL JOURNAL
"Reviews" are extensive

THE HISTORY TEACHER
"Reviews" of media, texts and readers and books

INDEPENDENT SCHOOL
"Reviews" has several reviews of medium length

JOURNAL OF LEARNING DISABILITIES
"Book Review" is one long review

JOURNAL FOR RESEARCH IN MATHEMATICS EDUCATION
"Reviews" contains a few long reviews and "Telegraphic Reviews" has several brief reviews

JOURNAL OF READING
"Reviews" has several medium to long reviews

LANGUAGE ARTS
"Staying on Top" has professional resources with reviews which often relate to a central theme; "NCTE Publications" has several brief reviews and "Book Remarks" has reviews of current juvenile literature

LEARNING
"Book Reviews" has a few lengthy reviews

LIBRARY JOURNAL
"Professional Reading" is for librarians;
"Checklist" is a brief guide to booklets and other ephemera;
"Magazines" reviews magazines from several disciplines;
"The Book Review" includes several pages of reviews divided by subject, as well as an index to reviews and professional reading; and there are special issues for "New Fall/Spring Books"

THE MATHEMATICS TEACHER
"New Products, New Programs, New Publications" lists new programs and reviews products, as well as reviews NCTM publications

MIDDLE SCHOOL JOURNAL
"Bound to be Read" is a short list with reviews

NATIONAL ELEMENTARY PRINCIPAL
"Principal's Bookshelf" has two long monograph reviews

NASSP BULLETIN
"About Books" has several short to medium length reviews

THE PERSONNEL AND GUIDANCE JOURNAL
"Reviews" has several medium to long reviews

PHI DELTA KAPPAN
"Books" has several reviews which are two to three columns long

THE READING TEACHER
"Critically Speaking" reviews books for children, tests and assessment tools, instructional materials; yearly index to reviews is in the May issue

THE SCHOOL COUNSELOR
"Reviews" contains several reviews

SCHOOL SCIENCE AND MATHEMATICS
"Book Vignettes" has brief reviews;
"Book Reviews" has longer reviews

SOCIAL EDUCATION
"Book Reviews" contains several reviews, two columns long

TEACHER
"Keeping Up" covers professional materials, children's books, mixed media, etc.

TODAY'S EDUCATION
"Books" covers three to four books with reviews;
"Free and Inexpensive" has three to four brief reviews

If the information search service subscribes to a large number of periodicals, it may decide to use a periodicals jobber, a commercial service which minimizes the clerical details of maintaining periodical subscriptions. In most cases a one-year batch order is compiled by the search service. The jobber then responds with a fee for the service, based on the journal titles which were ordered. If a good jobber is chosen, the search service should be fairly free of problems concerning journal subscriptions. Most jobbers will handle problems such as gaps in delivery, discontinued journals, and fee adjustments.

To select a jobber, contact five or six libraries in the area and ask them who they would recommend. The jobber should be able to offer a clear service contract that outlines responsibilities and services. Some possible considerations in selecting a jobber are outlined below.

Considerations in Selecting a Jobber

- Does the jobber provide a customer service representative for the project? This will save much confusion as the service contract time runs on.
- Will the jobber handle return claims? Adjustments for returned titles?
- Will the jobber handle adjustments for discontinued titles?
- What about issues that are never received? Will the jobber help secure copies to ensure a complete collection?
- How will the jobber be paid? Will it post-date invoices when necessary?

- Is there an automatic renewal service, or is there a yearly option to renew?
- Will the jobber allow a common expiration and starting date? Since most educational journals start their new issues around September, this will make ordering much easier.

PROCESSING AND CATALOGING

After ordering decisions are made and the materials arrive, an efficient process must be established to ensure that the staff has easy access to the search service resources. Each new item should be examined when it arrives. Titles that seem appropriate in a brief listing or catalog advertisement may turn out to be very different "in hand." If the item is to be included in the collection, it should be stamped and dated and entered in the project's processing system.

The size of the search service collection, the budget, and staff experience will influence the processing system. There are standardized processing services available through OCLC, Inc., a library service organization used by over 2100 libraries throughout the nation. OCLC generates bibliographic information on materials from its central collection in Ohio, and also incorporates bibliographic entries submitted by network members throughout the country. A library or an information center can hook into the OCLC service through a computer terminal. Although such a standardized service can eliminate much of the work required in processing individual titles, the specialized needs of an information search service collection will probably negate much of the benefit of such a centralized record. A variety of other services

are offered by OCLC, however, such as an acquisitions subsystem, research project, and serials control. For further information, contact OCLC directly.

OCLC
User Services Division, OCLC
1125 Kinnear Road
Columbus, Ohio 43212
614/486-3661 or TWX 810-482-1658

The Texas CITE Project has adopted an abbreviated cataloging process which uses no author access and includes no in-depth cataloging. The project lists their materials in three indexes: SHELF LIST, TITLE LIST, and PUBLISHER'S CARDS. Entries are typed on a sheet of paper, then photocopied onto card stock. A CITE cataloger can process from twelve to twenty titles in an eight-hour day. A PROCESS FOR CATALOGUING SHELF MATERIALS has been developed, describing in detail Project CITE's cataloging process. It is reproduced on pages 58-59.

Project CITE divides its print collection into four categories: (1) SHELF MATERIALS (books, monographs, reference works), (2) PERIODICALS, (3) VERTICAL FILES and (4) SEARCH FILE (records of completed searches).

Shelf Materials

Shelf materials are organized in subject categories from a list of about 70 general topic areas. Broad categories that contain large numbers of materials are further divided into numeric sub-groups. CITE SHELF LIST CATEGORIES are provided in Appendix A, page 137.

LANGUAGE ARTS is a good example of a broad category that has been divided into sub-groups.

LANGUAGE ARTS

Includes materials on all areas of study which teach control and proficiency in the use of the English language, both oral and written. Includes English Education. See also READING, BILINGUAL EDUCATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.

0001 - 0999 General (Grammar, Activities, Methods, Research, etc.)
1000 - 1999 Oral Communication See also EARLY CHILDHOOD
2000 - 2999 Composition/Writing
3000 - 3999 Listening
4000 - 4999 Spelling
5000 - 5999 Study Skills See also CONTENT READING
6000 - 6999 Poetry & Plays
7000 - 7999 Miscellaneous (Mass Communication, Science Fiction, Newspapers, etc.)

Periodicals

Periodicals in the CITE collection are stored by title. Many journals have a one-month limitation on accepting claims for refunds, so a close watch should be kept to assure that the current issue has arrived for each title. To aid in searching the journal collection, the search service should keep copies of each journal's yearly index. In addition, a collection of the content pages of past issues can often help searchers quickly determine if an article is on target for the search topic.

Vertical Files

Vertical Files in the CITE collection provide handy storage for a variety of valuable materials. They allow access to those small, unwieldy or easily-lost materials that do not fit on a standard book shelf. Once the project is included on several mailing lists, potential resources for the vertical file collection will arrive every day. The files are also fed by results of searches and relevant journal articles. It is useful to photocopy tables of contents from journals and add them to the appropriate file. Vertical files should be cross-referenced to other resources in the center. Index terms can be more specific for these materials than the shelved materials allow. Terms used by Project CITE for their vertical files are listed on pages 60-62.

Search Files

Unique to an information search service is a SEARCH FILE which provides a history of past searches. This is a continually expanding file most usefully accessed by subject terms. ERIC descriptors that have been used to run the computer search are an easy guide to indexing the search histories for inclusion in the file. Outlining the search strategy used, as well as listing specific titles that were recommended, gives a good picture of the search and provides invaluable guidance for new requests on similar topics. In lieu of copying and storing each information search, which presents a staggering vision of storage problems and photocopying costs, the search file lets the searcher base new searches on past experiences.

PROCESS FOR CATALOGUING SHELF MATERIALS

1. Materials come to be catalogued only after all check-in procedures of the acquisitions process are completed.

1.1 Assign book code. The book code is composed of a 3 letter subject code and a 4 digit numeric code.

e.g. ACC - ACCOUNTABILITY
0006 - Sixth item catalogued under ACCOUNTABILITY

1.1.1 Study item and decide what subject category it should be shelved under. (Use SHELF CODES LIST for reference.)

1.1.1.1 If the chosen subject category is subdivided, determine the appropriate subdivision.

1.1.2 In pencil write the assigned letter code in the upper right hand corner of the title page.

1.1.2.1 If a subject code with subdivisions is used, also write the first 1 or 2 digits necessary to indicate which subdivision is assigned.

1.1.3 Determine the appropriate numeric number by referring to the shelf list. The blue card at the beginning of each subject area is a record of how many items are classified under that area, simply use the next sequential number.

e.g. LAN Language Arts
Gen. 0001, 0002-0009, 00010...
Comp. 2001, 2002...
Poetry 3001, 3002...
Misc. 4001, 4002...

1.1.4 Add the number to be used to the list of numbers on the appropriate blue card.

1.1.5 In pencil write the 4 digit code, with the letter code in the upper right hand corner of the title page.

e.g.

LAN
0004

Teaching English

Parker Publishing, West
Nyack, New York, New York

1.1.6 Type book code on small white label and affix it to the lower left corner of front of monograph.

e.g.

SCF
0009

1.2 Record and file cataloguing information.

1.2.1 Determine and record the following information for each monograph:

Title
Author(s)
Place(s) of Publication
Publisher(s)
Date of Publication
Assigned Book Code
Serial
Content
if applicable

(As always with cataloguing materials, there will be variations and ambiguities. Generally AACR is followed within the limited cataloguing used here. Specific precedents are recorded in appendix A.)

1.2.2 The cataloguing information is typed in the following format:

AAA 0000 TITLE / Author(s) -- Place of Publication
Publisher, Date.
Serial
Content
if applicable

1.2.2.1 Cataloguing information for 4 items is typed per page in the position needed for copying onto perforated card stock.

e.g. See following pages

1.2.3 Each typed page of cataloguing information is xeroxed onto card stock 3 times.

1.2.4 File catalog cards and monograph.

1.2.4.1 Card stock is to be torn into cards along perforated lines.

1.2.4.2 Those catalog cards which contain more than one publisher are copied again for each additional publisher.

1.2.4.3 The 3 copies of each card (more if additional publishers are recorded) are separated into:

Title cards
Shelf list cards
Publisher cards

1.2.4.3.1 On publisher cards the publisher is highlighted to aid in filing and retrieving.

1.2.4.3.2 Title cards are marked with a red strip on upper left top.

1.2.4.4 Cards are filed in appropriate drawer:
Title and Publisher - alphabetically
Shelf-list - by book code

1.2.4.5 Monographs are placed on shelf in appropriate category.

VERTICAL FILE SUBJECT HEADINGS

Ability Grouping
Accountability
Accountability - TX
Accreditation
Action/Process Learning
Adult Education
Adult Performance Level
Administration
Affective Education
Aged
Air Conditioning (Schools)
Alternative Education (2 vol.)
Art Education
Attendance
Back to Basics
Behavior Mod
Behavioral Objectives
Bilingual Education (3 vol.)
Blacks
Buckley Amendment
Career Education
Career Education (Bilingual)
Career Guidance
Censorship
Change Agentry
Cheating
Child Abuse (2 vol.)
Child Find Project
Citizenship Education
Collective Bargaining
Communication
Communication Skills
Community Colleges
Community Education
Community Involvement
Community Resources
Community Schools
Compensatory Education
Competency Based Education
CBE - Tests
Composition
Computers
Concept Teaching
Consultants/ Consultation
Consumer Education
Cooperative Learning
ESL
Evaluation
Evaluation - Administrator
Evaluation - Observation
Evaluation - Programs
Evaluation - Student
Evaluation - Teacher
Family Life
Flexible Scheduling
Finance
Fine Arts
Foreign Languages
Foster Children
Functional Literacy
Gallup Polls
Games
Gifted (2 vol.) (II - Resources)
Gifted (Conf. in Denver, '76)
Gifted (Ready Ref. Sources)
Grading
Guidance and Counseling
Handwriting
Health Education
Higher Education
Homework
Human Resources
Humanistic Education
Humanities
Hyperactivity
IGE (2 vol.)
Individualized Instruction
Innovation
Inquiry Learning
Inservice
Instructional Materials
Interdisciplinary Education
Interpersonal Competence
Journalism Education
Kindergarten
Language Arts - General
Language Arts - Elementary
Language Arts - Secondary
Leadership
Learning Centers (2 vol.)
Learning Styles
Learning - What Affects It?
Legislation
Lesson Plans
Libraries

Mastery Learning

Math Education - General

Math Education - Elementary

Math Education - Secondary

Media

Meetings and Workshops

Mental Health

Metric Education

Middle Schools

Migrant Education (2 vol.)

Mini-Courses

Moral Education

Motivation

Motor-Perceptual Skills

Multicultural Education

Music Education

Needs Assessment

NIE (2 vol.)

Non-Public Schools

Nutrition (2 vol.)

Occupational Therapists

Open Education

Options in Education

Oral History

Outdoor Education (2 vol.)

Paraprofessionals

Parent-Community Involvement

Parenting

Peers

Performance Contracts

Physical Education (PE)

Planning and PPBS

Playgrounds

Pregnancy

Principals

Problem Solving

Programs

Promotion and Retention

Proposal Writing

Public Relations (PR)

Psychology

Questioning Strategies

Reading - General

Reading - Elementary

Reading - Elementary (Georgian)

Reading - Elementary (IRIs)

Reading - Secondary

Reading - Readability

Reality Therapy

Right to Read

Safety Education

School Board Policy

Science Education

Secondary School Reform

Self Contained Classrooms vs. Departmentalization

Self-Concept

Sex Education

Scope and Sequence

Size Effects (Class and School)

Slow Learners/ Underachievers

Small Schools

Social Science (3 vol.)

Special Education - General

- Barrier Free
- Blind
- Deaf
- Deaf/Blind
- Emotionally Disturbed and Autism
- Instructional Materials
- Laws
- LLD
- Mainstreaming
- Mentally Retarded
- Parents
- Physically Handicapped
- Physical Fitness/ Rec.
- Programs
- Resources/Bibliography
- Secondary Education
- Severely/Profoundly/ Multiple (2 vol.)
- Sheltered Workshops
- Speech and Communication

Student Records

Student Rights

Student Services

Student Teachers

Study Skills

Stuttering

Superintendents

Supervisors

Suspension and Expulsion

Teacher - Beginning

Teacher Centers

Teacher Competencies

Teacher - Ed./Certification

Teacher - Recruit/Select
Teachers
Teacher Unions
Team Teaching
Television
Test and Testing - General
Test and Testing - Results
Test and Testing - Specific Tests
Texas Assessment Project
Unobtrusive Measures
Urban Education
Volunteers
Values Clarification
Vandalism
V.D. (2 vol.)
Visiting Teachers
Vocational Education - General
- Agricultural Education
- Distributive Education
- Follow-up Studies
- Health Occupation Education
- Homemaking Education
- Industrial Education
- Office Education
- Special Education
- Working Programs
Women (2 vol.)
Year Round Schools

COMPUTER RESOURCES 5

The use of computers to retrieve information is one of the core activities of an educational information search service.

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The use of computers to retrieve information is one of the core activities of an educational information search service. Computer access allows searches of vast quantities of information and rapid compilation of selected resources. An individual search is the result of a planned, targeted strategy to select materials which fit the specific dimensions of one, special question. Not only does use of a computer cut down the time needed to search for appropriate materials, but it allows examinations of a much larger data bank than would ever have been possible by a manual (i.e. "human") search.

DATA BASES

There are numerous data bases currently available which store all types of information—business, science, language—nearly any area. New data bases continue to be introduced when some field or format is not being adequately covered. Some of these data bases are generated by private companies, such as the New York Times Information Service, which stores information from a variety of newspapers and business journals. Others are supported by government funds, such as the ERIC data base, which serves as the major information resource for education. A list of data bases which have been found to be most useful in an educational information service appears on page 68.

COMMERCIAL VENDORS

Data base developers determine what information will be included in the base, how it will be indexed, and the terms that will be used to search it. Some data base developers sell their own data bases. In other cases, the bases are sold to a commercial vendor, who in turn sells the bases to users. Three large commercial vendors with data bases pertinent to education are Bibliographic Retrieval Services, Inc., Lockheed Retrieval System, and System Development Corporation. They are known as BRS, LRS, and SDC.

BRS
BIBLIOGRAPHIC RETRIEVAL SERVICES, INC.
702 Corporation Park
Scotia, New York 12302
1/800/833-4707

LRS
LOCKHEED RETRIEVAL SYSTEM
3251 Hanover Street
Palo Alto, California 94304
1/800/227-1960

SDC
SYSTEM DEVELOPMENT CORPORATION
2500 Colorado Avenue
Santa Monica, California 90406
1/800/421-7229

COMMERCIAL DATABASE VENDORS

Each commercial vendor has a particular area of emphasis and charges different rates for use of its collection of data bases. Many data bases are accessible through at least two of the vendors and some are available through all three. Experience has shown that it is useful to subscribe to at least two vendors, in case one becomes temporarily inoperative. Many search services use all three. DATABASES FOR EDUCATION INFORMATION, on page 68, gives a price comparison of the three vendors for a selected list of data bases that are particularly useful for educational information. You will note that BRS requires a contract for a certain number of on-line hours per year.

Each vendor provides initial training in the use of its particular system, explaining unique language, strategies and output formats. In addition, vendors continually up-date the systems, with new shortcuts and more efficient ways to access the information. These new topics are addressed at periodic training sessions designed for clients.

Each person who searches computer bases will have a preferred commercial vendor. Often the system on which one is trained is the favorite, since its language and system strategy is learned first. Some searchers note quicker turn-around time, or more flexible language structure as pluses for one system over another. Any new service should contact all three vendor companies and determine what benefits each offers and which is the most attractive.

	BRS*	LRS*	SDC*
Start Up Cost	contract basis	none	none
Telenet	$5/hr	$5/hr	$8/hr
Tymnet	$8/hr	$8/hr	$8/hr
ERIC	$16-30/hr $.16/page	$25/hr $.10/citation (File #1)	$35/hr $.08/citation
ECER	$21-35/hr $.21/page	$25/hr $.10/citation (File #54)	-
Foundation Directory	-	$60/hr $.30/citation (File #26)	-
Foundation Grants Index	-	$60/hr $.30/citation (File #27)	-
Comprehensive Dissertation Index	$24-38/hr $.16/page	$55/hr $.12/citation (File #35)	$55/hr $.12/citation
Language & Language Behavior Abstracts	-	$55/hr $.15/citation (File #36)	-
MIMIS (Nat'l Instructional Materials Info. System)	$16-30/hr $.16/page	$35/hr $.10/citation (File #70)	-
NICEM (Nat'l Info. Center for Ed. Media)	-	$70/hr $.20/citation (File #46)	-
Magazine Index	-	$45/hr $.10/citation (File #47)	-
Psychological Abstracts	$46-60/hr $.16/page	$65/hr $.10/citation (File #11)	$60/hr $.10/citation
Social Scisearch (SSCI)	$51-65/hr $.03/citation	$70/hr $.10/citation (File #7)	$65/hr $.10/citation
Sociological Abstracts	-	$55/hr $.15/citation (File 37)	$55/hr $.12/citation
NDEX (Newspaper Index)	-	-	$80/hr $.15/citation
National Newspaper Index	-	$75/hr $.10/citation (File #111)	-
Newsearch (daily)	-	$85/hr $.10/citation (File #911)	-

** Prices as of Jan. 1980.

*BRS--Bibliographic Retrieval Services
*LRS--Lockheed Retrieval Services
*SDC--System Development Corporation

TELENET AND TYMNET

When conducting a search. the user will need to hook up with the vendor through some sort of communication structure. The two commercial networks available are Telenet and Tymnet. Using both will provide the search service a backup should one be out of order. Communication networks provide inexpensive telecommunication between the computer terminal and the data base vendor. Telephone numbers for these two networks are listed pages 76-77. If the search service is not located in a city which is served by Telenet or Tymnet, it may be necessary to use the more expensive WATS line or long distance telephone service.

ADDITIONAL AIDS

There are numerous aids and materials available to help searchers effectively use a computer-based information system. The vendors provide a variety of training sessions which give an introduction and periodic updates to vendor clients. These sessions can usually be conducted at the client's location. System manuals, each costing from $15.00 to $25.00 are essential purchases to guide searchers after the trainer has gone. Newsletters from each of the vendors, listing new developments and changes, will start arriving as soon as the client starts using the system. Should an immediate problem arise that cannot be explained by the system manual or newsletter, each system provides on-the-spot assistance through its toll-free number.

Other printed aids are available for the user, such as ONTAP-ONLINE TRAINING AND PRACTICE MANUAL FOR ERIC DATABASE SEARCHERS by Karen Markery and Pauline Atherton ($6.00 from the ERIC Clearinghouse on Information Resources). There are several excellent periodicals for the database searcher who wants to keep up on professional literature concerning all data bases.

PROFESSIONAL LITERATURE

ONLINE
($52.00/quarterly)

Online, Inc.
11 Tannery Lane
Weston, CT 06883

ONLINE REVIEW
($50.00/quarterly)

Learned Information
299 West 57th Street
Suite 1210
New York, NY 10019

DATABASE
($52.00/quarterly)

Online, Inc.
11 Tannery Lane
Weston, CT 06883

Data bases publish searching tools which are specific to their individual characteristics. The ERIC data base provides a THESAURUS, a list of terms used to index ERIC documents ($13.00). The ERIC THESAURUS is essential for anyone searching the ERIC system. A series of monthly and yearly indices entitled RIE (RESOURCES IN EDUCATION—$42.70/year) and CIJE (CURRENT INDEX TO JOURNALS

IN EDUCATION—$80.00/year) list all new entries to the ERIC system. These can be used to conduct a search of the data base without assistance from the computer and to formulate strategy as well. If another data base, such as PSYCHOLOGICAL ABSTRACTS or EXCEPTIONAL CHILD ABSTRACTS is used, similar data base-specific materials will be necessary.

THE TERMINAL

The manager of the computerized search service will have to determine what kind of computer terminal will be needed. Due to rapid technological improvements and resulting price changes, most services find it useful to lease terminals from a company, changing models as advantages become apparent. If the service plans to include a schedule of demonstrations throughout its client group, the advantages of a portable terminal that can illustrate on-the-spot searches should also be considered.

An excellent, exhaustive article entitled "The Intelligent Person's Guide to Choosing a Terminal for Online Interactive Use," was published in two parts in ONLINE (Part I: January 1977; Part II: April 1977). The article discusses such considerations as purchases versus lease options, information display devices, portable or non-portable sizes, and, of course, cost considerations. Although prices have changed since 1977, comparison criteria are still useful. Discussions with sales representatives from the various companies that offer terminals will provide more up-to-date information for the purchaser or leasor.

THE SEARCH

The searcher's skill in using the terminal and manipulating index terms and system language will increase as experience grows. A technique called Boolean Logic is at the heart of most computer searches. Briefly, Boolean Logic is the process of setting up inclusive and exclusive "sets" of terms in order to retrieve items that fit the user's question. As the searcher becomes familiar with the data base's indexing strategies and terms, matches of these structured sets can lead to successful, manageable results.

For example, a searcher may call up a series of terms on career education as a first set. All aspects of the topic will be listed in this inclusive set. Then a second set is constructed which uses terms to retrieve information on community-based programs. A third set of terms which are applied to adult education is then established. Combining these three large sets, the searcher uses a command which eliminates materials not part of all three. The result should provide items that deal with some aspect of community-based career education programs for adults. For an introduction to strategy formation, there is a useful article entitled "How to Prepare for a Computer Search of ERIC: A Non-Technical Approach," by Judith Yarbrough (ED 110-096).

The service may want to establish a cut-off margin for the number of citations provided in a standard search. Even though a user may request "Everything about career education," fifty of the

most current entries in the ERIC system may well prove sufficient. Such limits can be determined when the user submits the question.

Unless the searcher is very confident of the strategy used for the question, a quick look at a sample of the titles which were selected (called "hits") is useful before signing off and ordering the print-out. After a search has been submitted through the computer terminal, a period of about five days will elapse before the printed result is sent back from the database vendor. The searcher can then examine the search, highlighting those items which seem especially on target for the question. Other parts of the search response, gathered from the in-house resource base, can then be packaged with the computer printout and sent to the user. Even with a cautionary look at sample titles, occasionally the response is not what the searcher anticipated. In such cases, a new computer search will have to be submitted.

BACKING UP THE SEARCH

The computer print-out of an ERIC search gives the user a bibliographic listing of documents and journal articles. This is an intermediate step for the user who is trying to obtain an answer to an information request. Fortunately, the ERIC system not only indexes titles in its collection, but also microfilms most of the documents in its data base. Thus, an educational information search service should plan to purchase the ERIC microfiche as back-up for searches. This collection contains approximately 200,000 titles to-date. The search service will have to invest approximately $22,000 for the initial purchase for

the microfiche, which goes back to 1966, and another $2,000 a year for monthly updates of the collection. Approximately 1,300 titles are added each month. All microfiche materials carry an ERIC Document (ED) number and include a variety of formats and information: reports, guidebooks, manuals, research summaries, etc.

If the search service plans to provide copies of ED materials to its clients, a copier will be needed to replicate microfiche in mass quantities. Additionally, a copier which transfers microfiche to paper copy is a very attractive addition to the service. The ERIC system will also transfer the microfiche document to "hard" (or paper) copy through the EDRS (ERIC DOCUMENT REPRODUCTION SERVICE).

EDRS
ERIC DOCUMENT REPRODUCTION SERVICE
P.O. Box 190
Arlington, Virginia 22210
(703) 841-1212

Journal and magazine articles which carry an "EJ" number often are not included in the microfiche collection. Copyright restrictions which are not a factor for most ED materials, do not allow the unlimited reproduction of journal articles via microfiche. Some search services provide copies of EJ's; while others ask their clients to obtain copies of journal articles from local libraries. Some information resource centers encourage clients to use their local library collections or established inter-library loan networks, if available. For other, more obscure, publications, the center may subscribe to a reproduction service such as those listed on page 78.

The search service will probably subscribe to a limited number of journals, which will allow easier, quicker access to the more frequently requested titles without using such document reproduction service.

When the Texas CITE Project sends out a search with a computer print-out, it includes information on how to read an ERIC bibliography. Likewise, Oklahoma's Project SEEK provides similar information regarding its BRS/ERIC citations. These forms are reproduced in the section on Forms and Records, pages 96-97.

TELENET AND TYMNET TELEPHONE NUMBERS

FOR UNITED STATES ACCESS

ALABAMA			
Birmingham	205 251-2495		TELENET
Birmingham	205 942-4141		TYMNET
Birmingham	205 326-3420	*	TELENET
ALASKA			
Juneau	907 586-6611		TYMNET
Juneau	907 586-3060	B*	TYMNET
ARIZONA			
Phoenix	602 257-1552		TELENET
Phoenix	602 271-0533	*	TELENET
Phoenix	602 249-9261		TYMNET
Phoenix	602 249-3662	B*	TYMNET
Tucson	602 791-7541		TELENET
Tucson	602 622-2752		TYMNET
Tucson	602 622-2758	B*	TYMNET
ARKANSAS			
Little Rock	501 372-5780		TYMNET
CALIFORNIA			
Alhambra	213 572-0999		TYMNET
Burlingame	415 348-4992		TYMNET
Colton	714 824-1710		TELENET
El Segundo	213 640-1570		TYMNET
El Segundo	213 640-1281	B*	TYMNET
Fresno	209 445-0911		TYMNET
Garden Grove	714 891-5711		TELENET
Glendale	213 246-0318	*	TELENET
Glendale	213 956-8235		TELENET
Hayward	415 785-6520		TYMNET
Hollywood	213 624-0901	B*	TELENET
Hollywood	213 624-1521	V	TELENET
Huntington Beach	714 558-6061		TELENET
Los Angeles (Central & East)	213 624-5230		TELENET
Los Angeles	213 629-1561		TYMNET
Los Angeles (West & Valley)	213 822-9287		TELENET
Los Angeles	213 629-3451		TYMNET
Los Angeles	213 683-0451		TYMNET
Los Angeles	213 687-8083	V	TYMNET
Los Angeles	213 626-0365	B*	TYMNET
Los Angeles	213 629-3001	B	TYMNET
Los Angeles	213 937-3580		TELENET
Los Angeles	213 624-8365	*	TELENET
Marina Del Rey	213 821-2257		TYMNET
Mountain View	415 961-7971		TYMNET
Mountain View	415 941-8450		TYMNET
Newport Beach	714 540-9560		TYMNET
Newport Beach	714 540-0951	B*	TYMNET
Norwalk	213 865-2066	B*	TYMNET
Oakland	415 465-7000		TYMNET
Oakland	415 465-7471	B*	TYMNET
Oxnard/Ventura	805 659-4660		TELENET
Oxnard/Ventura	805 487-0482		TYMNET
Palo Alto	415 856-9080		TYMNET
Palo Alto	415 856-9930		TELENET
Riverside	714 825-9372		TYMNET
Sacramento	916 443-7921		TELENET
Sacramento	916 441-6550		TYMNET
Sacramento	916 956-5772	V	TELENET
Sacramento	916 448-6262	*	TELENET
San Carlos	415 595-0360		TELENET
San Clemente	714 498-3130		TYMNET
San Diego	714 291-8700		TYMNET
San Diego	714 293-2590	B*	TYMNET
San Diego	714 231-1922		TELENET
San Francisco	415 982-5800	B*	TYMNET
San Francisco	415 391-9325		TYMNET
San Francisco	415 421-7121	V	TYMNET
San Francisco	415 391-8892	B*	TYMNET
San Francisco	415 362-4307		TYMNET
San Francisco	415 362-6200		TELENET
San Francisco	415 956-5777	V	TELENET
San Francisco	415 981-5990	B*	TYMNET
San Francisco	415 956-5787	B*	TELENET
San Jose	408 446-1470		TYMNET
San Jose	408 446-7001	V	TYMNET
San Jose	408 446-7509	B*	TYMNET
San Jose	408 446-6932	B	TYMNET
San Jose	408 279-8450		TELENET
San Pedro	213 549-5150		TELENET
San Pedro	213 830-0775		TYMNET
Santa Ana	714 558-6061		TELENET
Santa Barbara	805 687-6119		TYMNET
Santa Rosa	707 526-4260		TYMNET
Van Nuys	213 986-9503		TYMNET
COLORADO			
Colorado Springs	303 471-5815		TYMNET
Denver	303 573-0177		TYMNET
Denver	303 629-1821	B*	TELENET
Denver	303 573-9981		TYMNET
Denver	303 572-1107	V	TYMNET
Denver	303 825-0635	B*	TYMNET
Denver	303 623-0876		TELENET
Denver	303 629-8754	*	TELENET
CONNECTICUT			
Bridgeport	203 579-7820		TYMNET
Danbury	203 743-1340		TYMNET
Darien	203 655-8931		TYMNET
Darien	203 655-7951	B*	TYMNET
Hartford	203 568-2610		TYMNET
Hartford	203 569-3643	B*	TYMNET
Hartford	203 522-0344		TELENET
New Haven	203 789-0579		TYMNET
New Haven	203 789-0211		TELENET
Stamford	203 357-1800		TELENET
Waterbury	203 755-1153		TYMNET
DELAWARE			
Wilmington	302 737-8550		TELENET
Wilmington	302 658-5261		TYMNET
DISTRICT OF COLUMBIA			
Washington	703 841-0200		TYMNET
Washington	703 841-9560		TYMNET
Washington	703 841-9330	V	TYMNET
Washington	703 524-9214	B*	TYMNET
Washington	703 527-7106	B	TYMNET
Washington	703 841-0265		TYMNET
Washington	202 347-1400		TELENET
Washington	202 347-6093	V	TELENET
Washington	202 347-3061	B*	TELENET
Washington	202 783-2050		TELENET
FLORIDA			
Ft. Lauderdale	305 764-8880		TELENET
Ft. Lauderdale	305 467-7550		TYMNET
Jacksonville	904 356-0790		TELENET
Jacksonville	904 721-8100		TYMNET
Miami	305 371-4801		TELENET
Miami	305 371-4322	*	TELENET
Miami	305 374-7120		TYMNET
Miami	305 353-7271	B*	TYMNET
Orlando	305 849-9600		TELENET
Orlando	305 422-4088	*	TELENET
Orlando	305 851-3530		TYMNET
Orlando	305 859-7670	B*	TYMNET
Pensacola	904 434-0134		TYMNET
St. Petersburg	813 823-3223		TELENET
St. Petersburg	813 536-7823		TYMNET
Tampa	813 224-9920		TELENET
Tampa	813 223-1088	B*	TELENET
Tampa	813 885-5485		TYMNET
West Palm Beach	305 622-2871		TYMNET
GEORGIA			
Atlanta	404 577-8911		TELENET
Atlanta	404 523-0834	*	TELENET
Atlanta	404 659-6670		TYMNET
Atlanta	404 581-0619	B*	TYMNET
Savannah	912 352-7259		TYMNET
HAWAII			
Honolulu	808 524-8110		TELENET
Honolulu	808 524-8221	B*	TELENET
Honolulu	808 521-7481		TYMNET
IDAHO			
Boise	208 343-4851		TYMNET
ILLINOIS			
Chicago	312 372-4901		TELENET
Chicago	312 726-1957	V	TELENET
Chicago	312 263-3069	B*	TELENET
Chicago	312 346-4961		TYMNET
Chicago	312 368-4700		TYMNET
Chicago	312 641-1630	B*	TYMNET
Chicago	312 372-0391	V	TYMNET
Chicago	312 368-0022	B	TYMNET
Freeport	815 233-5585		TYMNET
Peoria	309 673-2156		TYMNET
Rockford	815 398-5090		TYMNET
Springfield	217 753-1362		TELENET
Springfield	217 753-1373	*	TELENET
Springfield	217 753-7900	B*	TYMNET
Springfield	217 753-7905		TYMNET
Urbana	217 384-0011		TELENET
INDIANA			
Evansville	812 423-6885		TYMNET
Ft. Wayne	219 424-5162		TYMNET
Indianapolis	317 635-9630		TELENET
Indianapolis	317 257-3461		TYMNET
Indianapolis	317 926-1253	B*	TYMNET
Marion	317 662-0091		TYMNET
South Bend	219 234-9071		TELENET
South Bend	219 233-4163		TYMNET
IOWA			
Cedar Rapids	319 363-2482		TYMNET
Des Moines	515 280-9600		TYMNET
Iowa City	319 354-7371		TYMNET
KANSAS			
Kansas City	816 474-1600		TELENET
Kansas City	816 421-3075	B*	TELENET
Shawnee Mission	913 677-0707	B*	TYMNET
Shawnee Mission	913 677-2833		TYMNET
Topeka	913 233-0690		TYMNET
Wichita	316 265-1241		TYMNET
Wichita	316 264-7386	B*	TYMNET
KENTUCKY			
Lexington	606 253-3463		TYMNET
Louisville	502 459-7010		TELENET
Louisville	502 361-3881		TYMNET
Louisville	502 361-2645	B*	TYMNET
Louisville	502 589-7520		TELENET
Louisville	502 589-7515	B*	TELENET
LOUISIANA			
Baton Rouge	504 292-2650	B*	TYMNET
Baton Rouge	504 292-4050		TYMNET
Lafayette	318 235-3501		TYMNET
New Orleans	504 524-0783		TELENET
New Orleans	504 524-4094	B*	TELENET
New Orleans	504 586-1071		TYMNET
New Orleans	504 524-4371	B*	TYMNET
Shreveport	318 688-4666	B*	TYMNET
MARYLAND			
Baltimore	301 962-5010		TELENET
Baltimore	301 547-8100		TYMNET
Baltimore	301 685-2845	B*	TYMNET
MASSACHUSETTS			
Boston	617 338-1400		TELENET
Boston	617 338-7495	V	TELENET
Boston	617 482-3386	B*	TYMNET
Boston	617 542-0754	B*	TELENET
Boston	617 482-4677		TYMNET
Boston	617 482-5622		TYMNET
Boston	617 482-1854	V	TYMNET
Boston	617 482-2170	B	TYMNET
Springfield	413 781-6830		TYMNET
Springfield	413 739-7221		TELENET
MICHIGAN			
Ann Arbor	313 996-0351		TELENET
Ann Arbor	313 665-2627		TYMNET
Ann Arbor	313 996-5995	*	TELENET
Ann Arbor	313 964-2988	B*	TELENET
Detroit	313 963-8880	B*	TYMNET
Detroit	313 964-5538		TELENET
Detroit	313 964-2988	B*	TELENET
Detroit	313 963-3388		TYMNET
Detroit	313 963-2353	V	TYMNET
Detroit	313 963-4676	B	TYMNET
Grand Rapids	616 459-5069		TYMNET
Jackson	517 787-9461		TYMNET
Kalamazoo	616 385-3150		TYMNET
Plymouth	313 459-8900		TYMNET
St. Joseph	616 429-2568		TYMNET
Southfield	313 569-8350		TYMNET
MINNESOTA			
Minneapolis	612 339-0150		TELENET
Minneapolis	612 338-3782	B*	TELENET
Minneapolis	612 339-5200		TYMNET
Minneapolis	612 339-2415	B*	TYMNET
MISSISSIPPI			
Jackson	601 944-0860		TYMNET

TELENET AND TYMNET TELEPHONE NUMBERS (cont'd)

FOR UNITED STATES ACCESS

MISSOURI				
Kansas City	816	474-1600		TELENET
Kansas City	816	421-0375	B*	TELENET
St. Louis	314	231-8800		TELENET
St. Louis	314	241-8150	*	TELENET
St. Louis	314	421-5110		TYMNET
St. Louis	314	621-4660	B*	TYMNET
NEBRASKA				
Omaha	402	341-7570		TELENET
Omaha	402	341-7733	B*	TELENET
Omaha	402	392-2970		TYMNET
NEVADA				
Carson City/Reno	702	883-6546	B*	TYMNET
Carson City/Reno	702	882-7810		TYMNET
Las Vegas	702	733-2158		TELENET
Las Vegas	702	386-1899		TYMNET
NEW HAMPSHIRE				
Manchester	603	669-0493		TYMNET
Nashua	603	889-8618		TYMNET
NEW JERSEY				
Englewood Cliffs	201	894-8250		TYMNET
Lyndhurst	201	460-0100		TYMNET
Lyndhurst	201	460-0180	B*	TYMNET
Moorestown	609	235-3761		TYMNET
Marlton	609	983-9650		TELENET
Marlton	609	983-8351	V	TELENET
Newark	201	623-6818		TELENET
Newark	201	483-3737	B*	TELENET
Newark	201	483-5937		TYMNET
Newark	201	483-4878	B*	TYMNET
Paterson	201	742-0858		TELENET
Piscataway	201	981-1900		TYMNET
Princeton	609	452-8970		TYMNET
Princeton	609	452-8560	B*	TYMNET
Trenton	609	392-6101		TELENET
Wayne	201	785-4480		TYMNET
NEW MEXICO				
Albuquerque	505	842-6036	B*	TYMNET
NEW YORK				
Albany	518	445-9111		TELENET
Albany	518	463-3111		TYMNET
Buffalo	716	847-0600		TELENET
Buffalo	716	856-1400		TYMNET
Buffalo	716	847-0500	B*	TYMNET
Corning	607	962-5071		TYMNET
Hempstead, L.I.	516	292-0320		TELENET
Hempstead, L.I.	516	481-6012	*	TELENET
Hempstead, L.I.	516	794-3390		TYMNET
Huntington, L.I.	516	673-5780		TYMNET
New York City	212	736-7205		TELENET
New York City	212	736-0099		TELENET
New York City	212	736-1800	V	TELENET
New York City	212	736-3521	B*	TELENET
New York City	212	344-7445		TYMNET
New York City	212	551-9322		TYMNET
New York City	212	350-9100		TYMNET
New York City	212	689-8910	V	TYMNET
New York City	212	689-8850	B	TYMNET
New York City	212	532-8101	B*	TYMNET
New York City	212	683-0131		TYMNET
New York City	212	344-8211	B*	TYMNET
Niagara Falls	716	285-6691		TYMNET
Rochester	716	454-3430		TELENET
Rochester	716	248-8000		TYMNET
Rochester	716	248-8350	B*	TYMNET
Syracuse	315	472-5503		TELENET
Syracuse	315	437-7111		TYMNET
White Plains	914	682-8777		TELENET
White Plains	914	694-9361		TYMNET
White Plains	914	694-8960	B*	TYMNET
NORTH CAROLINA				
Charlotte	704	374-0371		TELENET
Charlotte	704	374-0839	*	TELENET
Charlotte	704	372-9730		TYMNET
Durham	919	549-0441		TYMNET
Greensboro	919	379-0034		TYMNET
Research Triangle Park	919	549-8311		TELENET
Winston-Salem	919	761-1957		TELENET
Winston-Salem	919	725-1414		TYMNET
Winston-Salem	919	725-9252	B*	TYMNET
OHIO				
Akron	216	762-9791		TELENET
Akron	216	535-1861		TYMNET
Cincinnati	513	621-7017		TELENET
Cincinnati	513	242-7040		TYMNET
Cleveland	216	241-0940		TELENET
Cleveland	216	696-4225	*	TELENET
Cleveland	216	781-7050		TYMNET
Cleveland	216	566-9801	B*	TYMNET
Columbus	614	463-1400		TELENET
Columbus	614	421-7270		TYMNET
Columbus	614	421-1650	*	TYMNET
Dayton	513	461-1570		TELENET
Dayton	513	223-3847		TYMNET
Toledo	419	243-8871		TELENET
Toledo	419	243-3144		TYMNET
Youngstown	216	743-2294		TELENET
OKLAHOMA				
Oklahoma City	405	232-4550		TELENET
Oklahoma City	405	232-4546	*	TELENET
Oklahoma City	405	947-0561		TYMNET
Oklahoma City	405	949-0125	B*	TYMNET
Tulsa	918	584-3215		TELENET
Tulsa	918	584-3247	B*	TELENET
Tulsa	918	663-2220		TYMNET
Tulsa	918	665-2750	B*	TYMNET
OREGON				
Portland	503	243-2800		TELENET
Portland	503	243-2815	*	TELENET
Portland	503	231-4050		TYMNET
Portland	503	231-4077	B*	TYMNET
PENNSYLVANIA				
Allentown	215	435-8268		TELENET
Allentown	215	433-6131		TYMNET
Erie	814	453-7161		TYMNET
Harrisburg	717	236-1190		TYMNET
Philadelphia	215	574-0620		TELENET
Philadelphia	215	574-9462	B*	TELENET
Philadelphia	215	561-6120		TYMNET
Philadelphia	215	567-1381	B*	TYMNET
Pittsburgh	412	288-9950		TYMNET
Pittsburgh	412	288-9974	B*	TELENET
Pittsburgh	412	765-1320		TYMNET
Pittsburgh	412	261-4151	B*	TYMNET
Valley Forge	215	666-9190		TYMNET
York	717	846-4802		TYMNET
RHODE ISLAND				
Providence	401	272-9290		TELENET
Providence	401	274-5783		TYMNET
SOUTH CAROLINA				
Columbia	803	252-0840		TYMNET
Greenville	803	271-2418		TYMNET
TENNESSEE				
Chattanooga	615	756-5856		TYMNET
Knoxville	615	637-3118		TYMNET
Memphis	901	525-2563		TELENET
Memphis	901	529-0183	B*	TYMNET
Memphis	901	529-0170		TYMNET
Nashville	615	244-8310		TELENET
Nashville	615	367-9382		TYMNET
TEXAS				
Austin	512	926-4360		TELENET
Austin	512	444-3280		TYMNET
Austin	512	443-8191	B*	TYMNET
Baytown	713	427-1123		TYMNET
Beaumont	713	832-2589		TYMNET
Corpus Christi	512	882-3641		TYMNET
Dallas	214	748-0127		TELENET
Dallas	214	748-6371	V	TELENET
Dallas	214	651-0192	B*	TELENET
Dallas	214	638-5800		TYMNET
Dallas	214	688-1115	B*	TYMNET
El Paso	915	544-9590		TYMNET
El Paso	915	532-1936	B*	TYMNET
Fort Worth	817	336-7791		TELENET
Fort Worth	214	263-8271		TYMNET
Houston	713	224-3380		TELENET
Houston	713	225-9359	B*	TELENET
Houston	713	785-4411		TYMNET
Houston	713	780-7390		TYMNET
Houston	713	977-4080		TYMNET
Houston	713	780-7496	V	TYMNET
Houston	713	977-7671	B*	TYMNET
Longview	214	758-1756		TYMNET
Lubbock	806	762-0136		TYMNET
Midland	915	683-9833		TYMNET
Midland	915	683-5645	B*	TYMNET
Odessa	915	563-3745		TYMNET
San Antonio	512	227-7784		TELENET
San Antonio	512	696-4002		TYMNET
San Antonio	512	699-9627	B*	TYMNET
UTAH				
Salt Lake City	801	364-2644		TELENET
Salt Lake City	801	582-8972		TYMNET
Salt Lake City	801	582-6060	B*	TYMNET
VERMONT				
Burlington	802	864-0054	B*	TYMNET
VIRGINIA				
Norfolk	804	625-8291		TELENET
Norfolk	804	622-0435		TYMNET
Richmond	804	358-1941		TELENET
Richmond	804	649-3050		TYMNET
WASHINGTON				
Richland	509	375-3367	B*	TYMNET
Richland	509	375-1975		TYMNET
Seattle	206	447-9012		TELENET
Seattle	206	623-8937	B*	TELENET
Seattle	206	625-9900		TYMNET
Seattle	206	625-9937	B*	TYMNET
Spokane	509	838-8226		TYMNET
Spokane	509	455-4071	*	TELENET
Spokane	509	455-7601		TELENET
WEST VIRGINIA				
Charleston	304	345-2908		TYMNET
WISCONSIN				
Madison	608	251-5904		TELENET
Madison	608	221-4211		TYMNET
Milwaukee	414	271-2560		TELENET
Milwaukee	414	257-3482		TYMNET
Milwaukee	414	257-1703	B*	TYMNET
Oshkosh	414	235-4594		TYMNET

Unless otherwise noted, numbers cited may be used for any ASCII-coded access at 30 cps.

V =120 cps with VADIC modems.
B =120 cps with half-duplex Bell 202.
B*=120 cps with full-duplex Bell 212A.
* =120 cps with Bell 212A or VADIC modems.

DOCUMENT REPRODUCTION SERVICES

MAILS

Mid-America Inter Library Services
Park College
Suburban Kansas City, Missouri 64152
(816) 741-2000

For a $200 per year subscription fee, MAILS provides photocopies of journal articles at a cost of 15¢ per page. Most titles in the CIJE data base are available from MAILS. Turn-around time is about five days.

UMI

University Microfilms International
300 North Zeeb Road
Ann Arbor, Michigan 48106
1-800-521-0600

This service, owned by the Xerox Corporation, is housed at the University of Michigan. It offers paper copy of journal articles and draws from holdings of about 13,000 titles. UMI charges no subscription fee. There is a charge of $6.00 for the first copy of each article and $1.00 for additional copies. It also offers issue reprints with a charge of 10¢ a page or a minimum fee of $10.00 per issue. Orders must be pre-paid. They offer a 24-hour turn around time on articles. Most useful for those impossible-to-find journal articles.

SMERC

San Mateo Educational Resource Center
333 Main Street
Redwood City, California 94063
(415) 364-5600

An educational information search service, SMERC provides copies of journal articles on microfiche (75¢/sheet) or paper copy (20¢/page), plus a $2.00 handling and postage fee. For average sized orders, SMERC claims a 24-hour turn-around time. For bulk orders, more time allowance must be made. Pre-payment or a purchase order is required for this service.

ERIC: EDUCATIONAL RESOURCES INFORMATION CENTER 6

The basic collection for an educational information search service is the ERIC Collection

ERIC: EDUCATIONAL RESOURCES INFORMATION CENTER 6

Throughout this manual are numerous references to ERIC. A brief history and overview of the system might be useful to those who are not familiar with this important educational resource. ERIC was established in 1965 by the U.S. Office of Education in an effort to systematically control the mass of educational information, particularly research-based information, which at that time had no central storage or retrieval point. In the beginning, the "R" in ERIC stood for research: emphasis was placed on research projects and their resulting information. The acronym was soon modified to "resources" as it became apparent that excluding non-research materials would seriously limit the usefulness of the data base. The system was established to provide a foundation for subsequent information analysis activities and attempts to spread the use of current developments.

At present, ERIC is supported by funds from the National Institute of Education (NIE). As of Spring 1980 it included over 250,000 titles of research reports, curriculum guides, manuals, synthesis documents, conference proceedings, and so on. The ERIC data base does not generally list commercial materials, although some are occasionally included. Most of the information is generated from universities, educational laboratories and research centers, state and federal government agencies, and government-funded projects. Although the system consistently encourages submissions from local schools and individual teachers, such contributions form a small part of the data base.

The ERIC system consists of a network of 16 clearinghouses located throughout the United States, each with a specific subject focus. These clearinghouses are responsible for acquiring literature in their respective subject areas, screening and processing (cataloguing, indexing and abstracting) the various documents, and submitting them to the central reference office in Washington, D.C. Each clearinghouse is also responsible for producing information analysis products in its area of expertise, and providing user services to designated geographical regions. The number of clearinghouses has changed over time in attempts to respond to changing emphases and needs of the educational community. A listing of the current clearinghouses with addresses and subject scope is on pages 83-84.

After documents have passed through the clearinghouse process, they are sent on to the central processing and reference facility in Washington, D.C. The documents are assigned an ED (Educational Document) or an EJ (Educational Journal) number and placed on a computer tape record. Entries are included in the monthly indices RESOURCES IN EDUCATION (RIE) and CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE). Copies of the microfiched document are then sent to ERIC subscribers. There are some materials, about 15% of the ED data base, which are protected by copyright restrictions. These are not microfilmed, but are listed in RIE with availability information. Again, none of the journal articles listed in CIJE are available on microfiche, but must be obtained from other sources.

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education*
Ohio State University
National Center for Research in Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

Adult, career, and vocational education, formal and informal at all levels, encompassing attitudes, self-knowledge, and specific vocational and occupational skills; adult and continuing education, formal and informal, relating to occupational, family, leisure, citizen, organizational, and retirement roles; vocational and technical education, including new sub-professional fields, industrial arts, and vocational rehabilitation for the handicapped.

ERIC Clearinghouse on *Counseling and Personnel Services*
University of Michigan
School of Education Building, Room 2108
Ann Arbor, Michigan 48109
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings; theoretical development of counseling and guidance, use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information, group work and case work; nature of pupil, student, and adult characteristics; personnel workers and their relation to career planning, family consultations, and student orientation activities.

ERIC Clearinghouse on *Educational Management*
University of Oregon
Eugene, Oregon 97403
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations; practice and theory of administration; preservice and inservice preparation of administrators, tasks, and processes of administration; methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education; planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

ERIC Clearinghouse on *Elementary & Early Childhood Education*
University of Illinois
College of Education
Urbana, Illinois 61801
Telephone: (217) 333-1386

Prenatal factors, parental behavior; the physical, psychological, social, educational, and cultural development of children from birth through the primary grades; educational theory, research, and practice related to the development of young children, including teacher preparation, educational programs and curricula related community services, groups and institutions, administration, and physical settings as well as theoretical and philosophical issues. Includes both the early years of childhood (ages 0-7) and the "middle years" (ages 8-12).

ERIC Clearinghouse on *Handicapped and Gifted Children*
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (703) 620-3660

Aurally handicapped, visually handicapped, mentally handicapped, developmentally disabled, abused/neglected, autistic, multiply handicapped, severely handicapped, physically handicapped, emotionally disturbed, speech handicapped, learning disabled, and the gifted and the talented; behavioral, psychomotor, and communication disorders, administration of special education services; preparation and continuing education of professional and paraprofessional personnel; preschool learning and development of the exceptional; general studies on creativity.

ERIC Clearinghouse on *Higher Education*
George Washington University
One Dupont Circle, N.W., Suite 620
Washington, D.C. 20036
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research. Federal programs, professional education (medical, law, etc.), graduate education, university extension programs, teaching-learning, planning, governance, finance, evaluation, interinstitutional arrangements, and management of higher educational institutions.

ERIC Clearinghouse on *Information Resources*
Syracuse University
School of Education
130 Huntington Hall
Syracuse, New York 13210
Telephone: (315) 423-3640

Management, operation, and use of libraries; the technology to improve their operation and the education, training, and professional activities of librarians and information specialists. Educational techniques involved in microteaching, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

ERIC Clearinghouse for *Junior Colleges*
University of California
Powell Library, Room 96
405 Hilgard Avenue
Los Angeles, California 90024
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

ERIC Clearinghouse on *Languages and Linguistics*
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209
Telephone: (703) 528-4312

Languages and linguistics. Instructional methodology, psychology of language learning, cultural and intercultural content, application of linguistics, curricular problems and developments, teacher training and qualifications, language sciences, psycho-linguistics, theoretical and applied linguistics, language pedagogy, bilingualism, and commonly taught languages including English for speakers of other languages.

ERIC Clearinghouse on *Reading and Communication Skills*
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and non-verbal), preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis and remediation of reading problems. Speech communication — forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas.

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings.

ERIC Clearinghouse on *Rural Education and Small Schools*
New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003
Telephone: (505) 646-2623

Education of Indian Americans, Mexican Americans, Spanish Americans, and migratory farm workers and their children; outdoor education; economic, cultural, social, or other factors related to educational programs in rural areas and small schools.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education*
Ohio State University
1200 Chambers Road, Third Floor
Columbus, Ohio 43212
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education. Within these fields, development of curriculum and instructional materials; media applications; impact of interest, intelligence, values, and concept development upon learning; preservice and inservice teacher education and supervision.

ERIC Clearinghouse for *Social Studies/Social Science Education*
855 Broadway
Boulder, Colorado 80302
Telephone: (303) 492-8434

All levels of social studies and social science; content of disciplines; applications of learning theory, curriculum theory, child development theory, and instructional theory; research and development programs; special needs of student groups, education as a social science; history of education; comparative education, social studies/social science and the community; humanities education.

ERIC Clearinghouse on *Teacher Education*
American Association of Colleges for Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D.C. 20036
Telephone: (202) 293-7280

School personnel at all levels, all issues from selection through preservice and inservice preparation and training to retirement; curricula; educational theory and philosophy; general education not specifically covered by the Educational Management Clearinghouse. All aspects of physical education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation*
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08541
Telephone: (609) 921-9000 ext. 2176

Tests and other measurement devices, methodology of measurement and evaluation; application of tests, measurement, or evaluation in educational projects or programs.

ERIC Clearinghouse on *Urban Education*
Teachers College, Columbia University
Box 40
525 W. 120th Street
New York, New York 10027
Telephone: (212) 678-3437

The relationship between urban life and schooling; the effect of urban experiences and environments from birth onward; the academic, intellectual, and social performance of urban children and youth in all schools from grade three through college entrance (including the effect of self concept, motivation, and other affective influences); education of urban, Puerto Rican and Asian American populations, and rural and urban black populations; programs and practices which provide learning experiences designed to meet the special needs of diverse populations served by urban schools and which build upon their unique as well as their common characteristics; structural changes in the classroom, school, school system, and community and innovative instructional practices which directly affect urban children and youth; programs, practices, and materials related to economic and ethnic discrimination, segregation, desegregation, and integration in education; issues, programs, practices, and materials related to redressing the curriculum imbalance in the treatment of ethnic minority groups.

Educational Resources Information Center
(Central ERIC)
National Institute of Education
Washington, D.C. 20208
Telephone: (202) 254-7934

ERIC Processing & Reference Facility
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
Telephone: (301) 656-9723

ERIC Document Reproduction Service
P.O. Box 190
Arlington, Virginia 22210
Telephone: (703) 841-1212

Oryx Press
3930 East Camelback Road, Suite 206
Phoenix, Arizona 85018
Telephone: (602) 956-6233

FORMS AND RECORDS 7

Developing an effective, efficient record-keeping system is a vital part of an information search service.

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Developing an effective, efficient record-keeping system is a vital part of an information search service. A record-keeping system with its accompanying forms is used to document center activities and to communicate with clients. Many times the only contact the user will ever have with the search service is through its forms. It is important that the forms be clear, concise and attractive. Over-use of forms can be time-consuming and demoralizing for staff and clients, and under-use can mean confusion for the client and the possible loss of valuable information for the service.

The development of a record-keeping system and accompanying forms is an evolutionary process. Both will change as the project progresses and determines what information is essential for clients and the project. Examples of record-keeping forms and systems developed by both Project CITE and Project SEEK are included in this section. The examples are possible models that can easily be adapted to meet the requirements of an individual search service.

SEARCH FORMS AND RECORDS

The most basic, useful record for an information search service is the search request form itself. Search request forms used by Project CITE and Project SEEK are reproduced on pp. 90-93. Both forms have sections for client identification and role, a space for the question phrased in the client's words, an indication of how the information will be used, and who will use it. There is also a section outlining what sources have already been consulted. All

these segments serve to clarify the client's question. In addition, they can provide data that can be used to generate financial support for the project. (See the Marketing section, pp. 108-124, for additional details.) The Project CITE request form is followed by a step-by-step explanation of its use.

The SEEK form also includes a section on the back to list the resources used by the staff in their response to the question. Project CITE keeps records on the same information by attaching the search strategy and references recommended to the form before it is stored.

Maintenance of a chronological log of search requests is a basic, daily activity. Copies of CITE and SEEK's logging forms--simple charts that provide a space for basic search information--are reproduced in abbreviated form on page 89. As each search is completed, it is "logged out" on these forms.

After the search is logged out, the search request form, with its record of resources and computer strategy, is stored. It is useful to assign one or more (no more than three) subject terms to this record for future use. ERIC descriptors are the natural choice for such indexing, since these terms will probably have been employed when the computer search was conducted. A catalog of the subject terms must be maintained to allow easy retrieval of the search forms.

PROJECT CITE'S SEARCH REQUEST LOG

REGION_____CITY_____LEVEL_____YEAR_____

PAGE_____OF_____

FULL OR COMPUTER ONLY = NUMBER ALONE

NO CONTRACT SEARCH = NCS

CITE ONLY = *

PROJECT SEEK'S SEARCH REQUEST LOG

SEARCH NUMBER	DATE REC'D	REQUESTOR'S NAME & INSTITUTION	REQUESTER'S POSITION	REQUEST	FULL SEARCH=F COMPUTE ONLY=C	SEEK ONLY (manual)	DATE SENT	TURN AROUND TIME

SEEK
Source Exchange for Educational Knowledge

SEARCH REQUEST FORM

SEEK USE ONLY
Search No. _____
Date Received _____
Date Completed _____

Requestor's Name _____

Requestor's Title _____

Institution _____

Street _____ City _____

State _____ ZIP _____ Phone ( ) _____

The information you provide below will determine the information provided to you in response to this request. Please be sure that all pertinent information appears. Be sure to be as specific as needed.

Search Requested By:
- ☐ Form
- ☐ Phone
- ☐ In Person
- ☐ Letter
- ☐ SDE Staff

Level:
- ☐ Preschool
- ☐ Elementary
- ☐ Jr. High
- ☐ High School
- ☐ Post Secondary
- ☐ All Levels

Date Restriction:
- ☐ None
- ☐ 19____ to Present
- ☐ 19____ thru ____

Primary Use:
- ☐ Classroom Planning Instruction
- ☐ Speech, Article
- ☐ Administrative Planning
- ☐ Program Project Planning
- ☐ Proposal/Report Writing
- ☐ Dissertation/Course Work
- ☐ Curriculum Dev.
- ☐ Evaluation
- ☐ Other _____

Please give a narrative description of your interest. PLEASE EXPLAIN WORDS WITH SPECIAL MEANING. PLEASE BE SPECIFIC AND COVER ALL ASPECTS.

Do you have access to a microfiche reader/printer? Yes ☐ No ☐

Date Requested _____ Date Information Needed _____

Full Search ☐ Manual Search Only ☐ Computer Search Only ☐

Mail Completed Form to:
Project SEEK
State Department of Education
2500 N. Lincoln
Oklahoma City, OK 73105
(405) 521-3491

Information Copy/Copies To: _____

SEEK SEARCH REQUEST FORM

COMPUTER STRATEGY–ATTACH DISPLAY

RESOURCES USED

—Computer–BRS
—Computer–SDC
—SDE publications
—ODL
—VF
—Shelf Material
—SEDL
—CITE
—ReadersGuide
—Education Index
—NDN
—PDK Fastbacks
—SDE Personnel
—SEEK packets
—RRS
—journals
—pub. cats.
—ERIC Info. Analysis
—ERIC minilists
—Ency. of Education
—Ency. of Ed. Research
—NIE
Other–

CITE SEARCH REQUEST FORM

CITE
coordinating information for Texas educators

REQUEST FORM

Request No. _____
In _____
Run _____
Out _____

Name _____ Title _____

Affiliation _____ Phone ( ) _____

Return Address _____ STEP I _____ City _____ State _____ Zip _____

REQUEST STATEMENT:
Please give us a concise statement of your request. You may 1) ask a question or 2) request specific documents, or both. Include accurate and complete information, explain all abbreviations and acronyms. Specify authors and/or works when appropriate. Supply complete bibliographic citations when ordering.
Information returned to you can only be as accurate as that which you supply us.

_____

_____

_____ STEP II _____

_____

_____

PLEASE CHECK THE ONE APPROPRIATE BLANK WHICH BEST SUMMARIZES THE INTENDED PURPOSE OF THIS REQUEST.

__Classroom Use	__Classroom Materials	__Program Planning
__Speech	__Inservice/Staff Dev.	__Professional Awareness/ Informative Reading
__District Report	__Personnel Evaluation	
__Project/Proposal Research	__Program Evaluation	__Dissertation/Thesis
__Curriculum Development	__Administrative Planning	__College Coursework
__Other		

STEP III

PURPOSE STATEMENT:
Please write a narrative description of the reason or purpose for which the information and assistance will be used.

_____

_____

The End User of this material is: Self Someone else Group

Year restriction (if applicable) from 19___ to 19___.

CHECK AUDIENCE GRADE LEVEL:

__Pre K	__Middle/Jr High	__Univ/College
__Kindergarten	__High School	__Adults
__Elementary	__Jr/Comm College	__Other (specify)_____

STEP IV

WHAT SOURCES HAVE YOU CONSULTED / WILL YOU CONSULT?

__Public Library	__ESC Subject Specialist	__TEA Publications
__College/Univ Library	__ESC Collections	__Other_____
__District Professional Library		_____

STEP V

ESC USE: Region _____ Authorization _____ (Signature) Date _____

Date Requested _____ Request Negotiated By _____

Request Type: Full Non-computer Computer Only STEP VI Date Needed _____

Step I. Describe the Client: Note his position, school, address, etc., for your records and for future correspondence. This data may contain some clues about client status and background, the context of the problem, and questions to ask.

Step II. Define and State the Problem: Ask the client to describe explicitly what the problem is and what solution is sought. For example, is the client developing a curriculum guide, are the materials to meet a specific instructional need, etc.? Help the client expand, narrow, or qualify the specific subject, appropriate age or grade levels, and any other restrictions. Restate the problem to make sure you understood what was said and to allow the client to clarify the problem further. It may help to ask what the situation will look like when the problem is solved. Transfer the finalized search statement onto the space provided.

Step III. Define How the Information Will be Used: Ask the client how the information you provide will be used--for example, for the client, for a teacher training workshop, for a curriculum committee, for the superintendent, or district supervisor, etc. Why is the information necessary? What is the purpose or goal? The response to these questions may define the problem further (or even alter the inquiry) and also help to clarify the quantity, depth, and form of the information needed.

Step IV. Indicate the Grade Level: Check the grade level at which the requested information will be used. For example, a request for science curriculum guides would need to be limited by grade, since elementary science guides differ vastly from secondary guides.

Step V. Indicate Other Resources: Check the other sources which the client has consulted or intends to consult. This information serves as a basis for the searcher to determine what materials will be most useful for the client and to avoid unnecessary duplication.

Step VI. Complete and Sign the Authorization: Indicate a date needed only if it is an exceptional situation. Consider the nature of the information request and indicate the most suitable search type. (If so desired, the information consultant can make this decision.)

COMMUNICATING WITH THE CLIENT

When the search is completed and sent out from the center, there are a variety of forms that can accompany or follow it. The series of forms, used by both CITE and SEEK and reproduced on pages 95-98, serve as aids to the client when using the search. The forms list titles and references that are included in the search, instructions for using the ERIC bibliography, and additional services: number of microfiche and journal articles available from the service and how to order them. CITE also sends a short, self-addressed evaluation card with each search. In six weeks, CITE mails a follow-up evaluation card to every third search request client. The follow-up evaluation card is reproduced on page 99. Negative responses on these evaluation cards can be addressed in various ways. In some instances a second attempt at the search will be necessary. In others, a clarifying telephone call will suffice.

The National Testing Service has developed a longer form, "The Immediate Feedback Form," which might provide additional suggestions for questions to include in an evaluation form. The longer form is found on page 100. On page 101 is a cover letter from SEEK who uses the form.

COVER LETTER
SENT WITH MANUAL SEARCHES THAT DO NOT INCLUDE A COMPUTER PRINTOUT

J. D. GIDDENS
ASST. SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST. SUPERINTENDENT
STATE FEDERAL

S. H. MC DONALD
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Re: Search Number_____

Thanks for your information request. The results of our search are enclosed, along with instructions for use and ordering additional materials.

In processing your request for information, we have used a variety of resources; e.g. ERIC (Educational Resources Information Center), other computer data bases, State Department of Education Resource Base, Oklahoma Department of Libraries, other Oklahoma agencies, and many other sources—both individual and organizational. As many of our searches are done on computer data bases, the results may be in a somewhat unfamiliar format which may take some study on your part.

We hope we have helped answer your questions. If not, please let us know, and we will try again. Your response is taken seriously and does make a difference. If you need additional information or have any other comments or questions, please write or call.

Sincerely,

Project SEEK Staff
(405) 521-3491

Enclosures:

HOW TO READ A COMPUTER-GENERATED BIBLIOGRAPHY

Attached is a computerized search pertinent to your request from the following data base.

_____

Since each data base lists materials in its own unique way, using different abbreviations, we are attaching information describing this data base and what the abbreviations mean so that you may order needed documents or periodicals cited.

HOW TO ORDER MATERIALS CITED ON BIBLIOGRAPHY

The materials cited in this bibliography are not available through Project SEEK. They may be obtained from the original source as noted in the citation or from your nearest library through interlibrary loan.

ADDITIONAL NOTES

_____

_____

_____

_____

HOW TO ORDER ERIC MATERIALS

EDUCATIONAL DOCUMENTS–

The full text of most educational documents cited in the attched ERIC bibliograpy is available on microfiche or in hard copy. If you do not have immediate access to a microfiche reader in your building, many are available in schools, colleges and universities, and state employment offices. For information regarding a reader in your area, please contact the Project SEEK staff.

Each search by Project SEEK includes ten titles in microfiche at no cost. These may be ordered on the enclosed ORDER FORM FOR ERIC DOCUMENTS. Each title selected must have an ED number. Hard copies of these documents are available at cost from EDRS (ERIC Document Reproduction Service), P.O. Box 190, Arlington, Virginia 22210. When the ED citation indicates 'NOT AVAILABLE FROM EDRS' where a price should appear, Project SEEK will not have the document in its files either. These documents should be obtained from the original source, as noted in the citation, or from your nearest library through interlibrary loan.

EDUCATIONAL JOURNAL ARTICLES–

While journal articles are cited in the bibliography, copies of these are not available from Project SEEK or ERIC, however reprints may be obtained from your nearest library through interlibrary loan, or from Article Copy Service–CIJE, University Microfilms International, 300 North Zeeb Road, Ann Arbor, Michigan 48106.

SAMPLE BRS/ERIC CITATIONS

From RIE:

AN	ED114354.
AU	ROEDER, ROBERT E., ED. AND OTHERS.
IN	DENVER UNIV., COLO. AMERICAN ISSUES FORUM REGIONAL PROGRAM. (BBB12177).
TI	WHAT IS AMERICA? DISCUSSIONS, VOLUME II.
SN	AMERICAN REVOLUTION BICENTENNIAL ADMINISTRATION, WASHINGTON, D.C. NATIONAL ENDOWMENT FOR THE HUMANITIES (NFAH), WASHINGTON, D.C. (BB02108). (BBB11418).
IS	RIEMAR76.
CH	SO008748.
PR	EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE.
PT	G.
AV	1.
NT	135P. FOR A RELATED DOCUMENT, SEE SO 008 613 AND 614.
YR	76.
MJ	DISCUSSION-PROGRAMS. EDUCATIONAL-RESOURCES. SOCIAL-STUDIES-UNITS. UNITED-STATES-HISTORY.
MN	ADULT-EDUCATION. BIBLIOGRAPHIES. DISCUSSION-TEACHING-TECHNIQUE. PROGRAM-DEVELOPMENT. RESOURCE-GUIDES. SECONDARY-EDUCATION. SOCIAL-STUDIES.
ID	AMERICAN ISSUES FORUM. BICENTENNIAL.
AB	VOLUME II CONTAINS 20 DISCUSSION UNITS FOR THE FINAL FIVE MONTHS OF THE CALENDAR FOR THE AMERICAN ISSUES FORUM BICENTENNIAL PROGRAM (SEE SO 009 613 FOR VOL. I). DISCUSSION TOPICS IN THIS BOOK INCLUDE WORKING IN AMERICA. THE BUSINESS OF AMERICA. AMERICA IN THE WORLD. GROWING UP IN AMERICA. AND LIFE, LIBERTY, AND THE PURSUIT OF HAPPINESS. ETC.

INFORMATION PROVIDED BY PROJECT CITE

KEY TO THE BRS/ERIC CITATION ELEMENTS

AN	ERIC Accession number
AU	Author/s
IN	Author affiliation or name of institution where work done
TI	Title
SO	Journal title, volume, issue numbers, etc.
SN	Sponsoring agency name and code (RIE only)
PA	Program area code (RIE only)
IS	RIE or CIJE issue number
NO	Numbers: grant, contract report, project (RIE only)
CH	Clearinghouse code
PR	EDRS Price (RIE only)
PT	Publication type code (RIE onl
AV	Availability statement (RIE or
NT	Descriptive notes (RIE only)
YR	Generated entry date (from acc
MJ	Major subject descriptors
MN	Minor subject descriptors
ID	Identifiers
AB	Abstract or annotation

INFORMATION PROVIDED BY PROJECT CITE

HOW TO READ AN ERIC BIBLIOGRAPHY

In response to your request, CITE has performed a computerized search of the literature in the Education Resources Information Center (ERIC) files. The results of that search appear in the annotated bibliography attached. ERIC files are separated into two types, and these are briefly explained below:

ED- Citations from the document collection published in Resources in Education. Each will have descriptors used in indexing, source notation, and a brief summary of the document contents.

EJ- ERIC also cites journal articles from the field of education. Each of these will have descriptors, a journal source, and a brief annotation.

DOCUMENT AVAILABILITY

ED- Approximately 85% of documents in the ERIC files are available through CITE or the ERIC Document Reproduction Service (EDRS) in microfiche (4 x 6 microfilm format). Each search by CITE includes ten titles in microfiche at no cost. Each title selected must have an EDRS price and an ED number.

EJ- While ERIC cites journal articles, it does not provide copies of the articles themselves. CITE will provide journal articles if they are available from our collection. Please limit your initial request to five (5) articles.

When the ED Document indicates NOT AVAILABLE FROM EDRS where a price should appear, then CITE will not have the document in its files either. These documents should be obtained from the original source, as noted in the citation.

ORDER FORM FOR ERIC DOCUMENTS

ORDER FORM FOR ERIC DOCUMENTS

Project SEEK
Oklahoma State Department of Education
2500 North Lincoln
Oklahoma City, Oklahoma 73105
405-521-3491

SEEK Search No. _____

Instructions: Up to ten documents on microfiche are included with each search, free of charge. List below the ED Number (e.g. ED 128202), and the title of the documents you wish. Be sure the ERIC document is available from EDRS as noted in the citation. Allow one to two weeks for delivery.

SEEK Use	ED Number	Title

Send microfiche to:

Name _____ Position _____

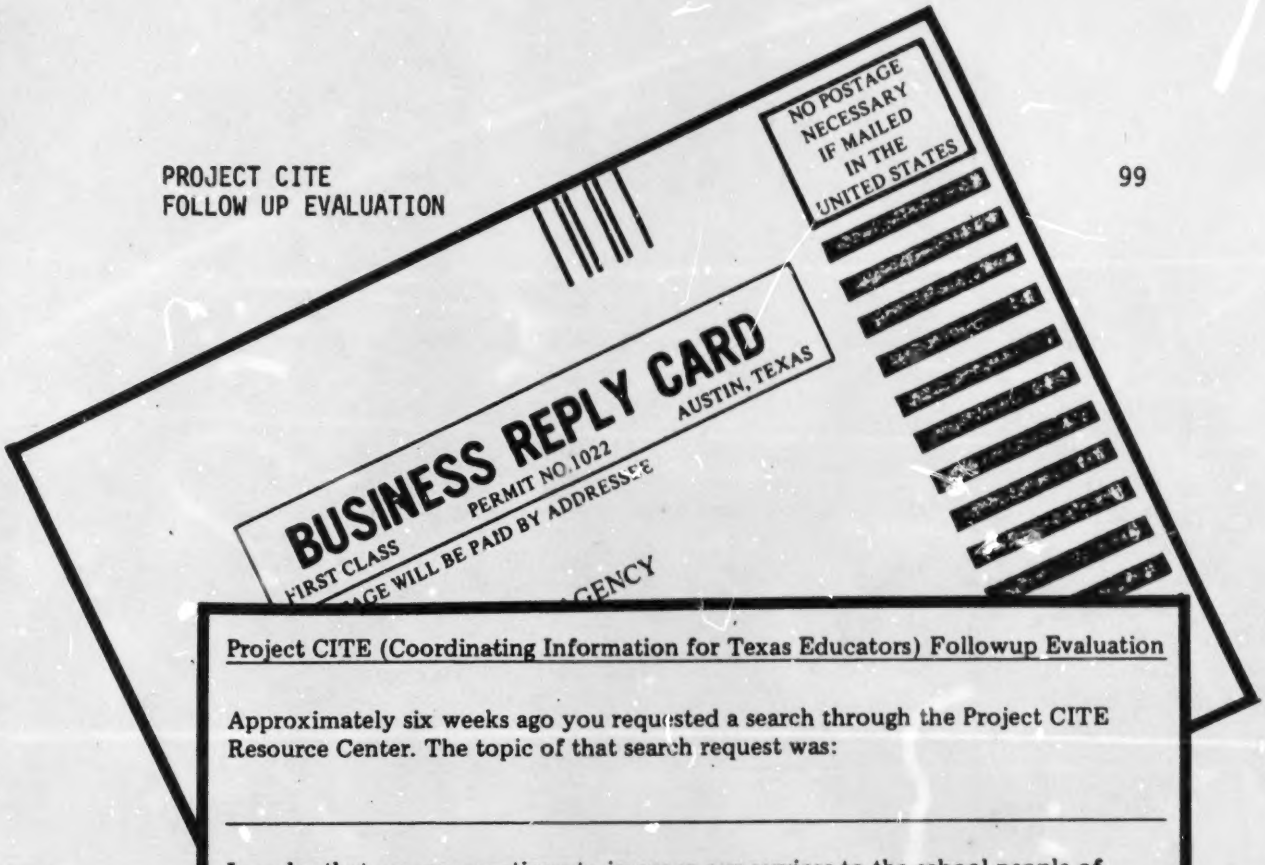
Address _____

City _____ State _____ Zip _____

Phone ( ) - _____

PROJECT CITE
FOLLOW UP EVALUATION

99



Project CITE (Coordinating Information for Texas Educators) Followup Evaluation

Approximately six weeks ago you requested a search through the Project CITE Resource Center. The topic of that search request was:

_____

In order that we may continue to improve our services to the school people of Texas, would you please respond to the questions on the detachable card and mail it to us (the card is postage paid).

Please read the instructions on the inside of the card.

1. **Did you use the information? ( ) much ( ) some ( ) little ( ) none ( ) not yet**
2. **To what extent was the information relevant to the subject of your search request? ( ) very relevant ( ) generally relevant ( ) little relevance ( ) off the subject completely.**
3. **How did you use the information? ( ) in the classroom ( ) in program planning ( ) in inservice planning ( ) in administrative planning ( ) in a college course ( ) for personal improvement ( ) other (describe)**

   _____
4. **What kind of information did you find most useful? ( ) journal articles ( ) reports ( ) program descriptions ( ) curriculum material ( ) brochures ( ) ERIC search ( ) other bibliographies ( ) other (describe)** _____
5. **Did you seek more information based on references in the search? ( ) yes ( ) no**
6. **Did you order microfiche/paper copy based on references in the search? ( ) yes ( ) no how many titles? how many pages?**
7. **Have you initiated another search request since the one listed on this card? ( )yes ( ) no**
8. **If you have additional requests, would you use the service again? ( ) yes ( ) no Would you recommend the service to a colleague? ( ) yes ( ) no**
9. **Did you share your information package with others? ( ) yes ( ) no If yes, how many people?**
10. **If the service were not available through the service centers, would you be willing to pay for the service from another source? ( ) school district funds ( ) personal funds ( ) not interested ( ) other (describe)**
11. **Comments:** _____

NTS IMMEDIATE FEEDBACK FORM

1. How urgent or pressing is the request that motivated you to make use of the information service? (Please fill in one circle.)

Not at all pressing ① ② ③ ④ ⑤ Extremely pressing

2. If you received mater... review them? (Please...

Not at all ①

3. If you have received ... consultant), how wou... that assistance? (Ple...

① Finding resources
② Helping with plan...
③ Giving solutions t...
④ Providing generali...
⑤ Other

4. To what extent is th... relevant to your orig... circle.)

None relevant ①

5. How completely doe... address your original...

Not at all ①

6. How timely is the information or assistance toward addressing your original request? (Please fill in one circle.)

Too late to be useful ① ② ③ ④ ⑤ Much ahead of when needed

IMMEDIATE FEEDBACK FORM

Please provide your opinions regarding the information or assistance provided to you. Thank you very much.

IDENTIFICATION NUMBER

State Region Linker Service

- For marking answers, use No. 2 pencil only.
- Please fill in all circles completely (●).
- Make no marks outside of the circles, except where requested.
- Written information should be given only where boxes ( ) have been supplied.
- Erase completely any answers you wish to change.

OMB No. 51-S-78021 Expiration Date: 12-31-80

"This report is authorized by Law 20 U.S.C. 1221e. While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate and timely."

COVER LETTER
SENT WITH IMMEDIATE FEEDBACK FORM

J. D. GIDDENS
ASST. SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST. SUPERINTENDENT
STATE FEDERAL

S. H. MC DONALD
ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

Re: Search Number_____

Thanks for your information request. The results of our search are enclosed, along with instructions for use and ordering additional materials.

In processing your request for information, we have used a variety of resources; e.g. ERIC (Educational Resources Information Center), other computer data bases, State Department of Education Resource Base, Oklahoma Department of Libraries, other Oklahoma agencies, and many other sources—both individual and organizational. As many of our searches are done on computer data bases, the results may be in a somewhat unfamiliar format which may take some study on your part.

We hope we have helped answer your questions. If not, please let us know, and we will try again. Your response is taken seriously and does make a difference. If you need additional information or have any other comments or questions, please write or call.

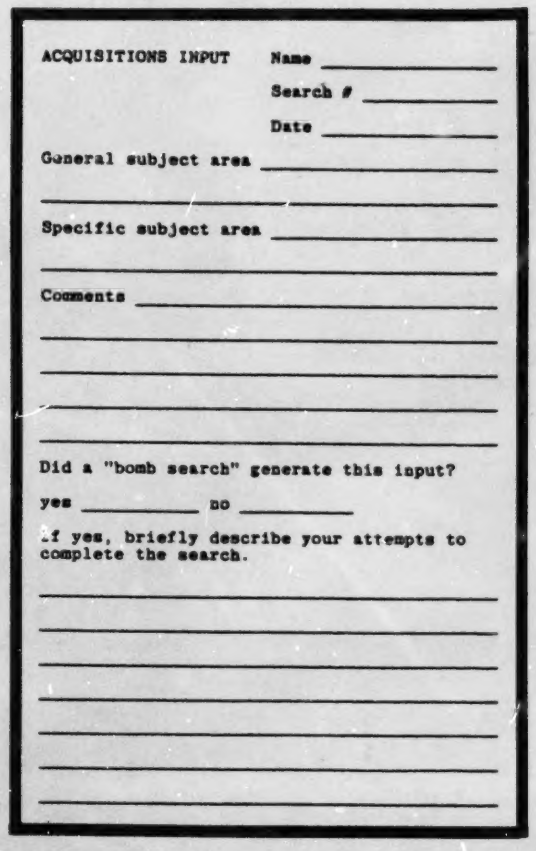
Sincerely,

Project SEEK Staff
(405) 521-3491

Enclosures:

INTERNAL RECORD-KEEPING AND COMMUNICATION

There are several aids used by the CITE and SEEK staffs to keep track of office details that might be lost in the day-to-day duties of their projects. The ACQUISITIONS SEARCH BOMB gives an immediate record of failures or partial failures in attempts to respond to client questions. The BOMB forms are kept on each searcher's desk and are passed on to acquisitions meetings when ordering decisions must be made. The forms indicate weaknesses, gaps, or resources the center needs but does not have.



ACQUISITIONS INPUT

Name _____

Search # _____

Date _____

General subject area _____

_____

Specific subject area _____

_____

Comments _____

_____

_____

_____

_____

Did a "bomb search" generate this input?

yes _____ no _____

If yes, briefly describe your attempts to complete the search.

_____

_____

_____

_____

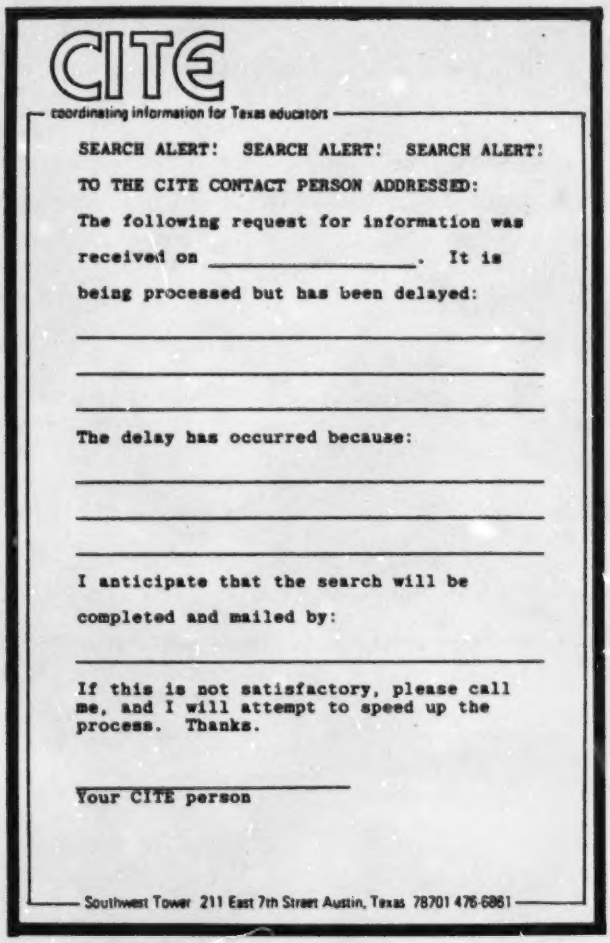
_____

_____

_____

ACQUISITIONS SEARCH BOMB FORM

If it is evident that the search will not be out of the center soon, a SEARCH ALERT is sent to the contact person, outlining the reason for the delay and giving some assurance that the search has not been lost or forgotten.



CITE

coordinating information for Texas educators

SEARCH ALERT: SEARCH ALERT: SEARCH ALERT:

TO THE CITE CONTACT PERSON ADDRESSED:

The following request for information was received on _____. It is being processed but has been delayed:

_____

_____

_____

The delay has occurred because:

_____

_____

_____

I anticipate that the search will be completed and mailed by:

_____

If this is not satisfactory, please call me, and I will attempt to speed up the process. Thanks.

_____

Your CITE person

Southwest Tower 211 East 7th Street Austin, Texas 78701 476-6861

CITE SEARCH ALERT

USER FORMS

An example of the contract Project CITE asks its Regional Service Center contractors to sign is reproduced on page 105. (A copy of the graduated fee service schedule to which the contract alludes is found in the Marketing Section.) Following the contract is a copy of the User's Statistics and Explanation Report, page 106. CITE keeps records on the number of searches each Regional Service Center asks for per quarter. By noting who asks for the searches, Educational Service Center contact persons are informed of just who is using the service. This information is also helpful to show the funding agency or sponsoring institution.

A USEFUL RULE OF THUMB FOR FORMS

A rule of thumb which was suggested by a Project CITE staff member might be useful to remember: regardless of the good intention in its development, if a form is not used during a six-month period, it should be eliminated!

Please send three (3) signed copies of this contract to:

CITE Resource Center
Southwest Tower
211 East 7th Street
Austin, Texas 78701

COMPUTER SEARCH AGREEMENT

CITE Resource Center, 211 East Seventh Street, Austin, hereby agrees and contracts with _____ _____ to provide computerized literature searches and other services at level_____, as specified on the attached fee/service schedule, effective September 1, 1976.

This contract is to be in effect from the first day of _____, 19___ to the last day of _____, 19___. CITE Resource Center agrees to provide all services specified for the level of service hereby contracted for. _____ agrees to pay the quarterly minimum of $_____ and for any searches above the contracted minimum at the rate-per-search specified for that level.

Clients may alter contract terms for succeeding quarters by mutual agreement in writing 15 days prior to the termination of their current contract. This contract pertains only to services outlined on the effective service/fee schedule.

_____ hereby authorizes this contract with Education Service Center, Region XIII, as CITE fiscal agent, on this ___day of _____, 19___.

_____ _____ _____
(Client Administrator Signature) (Title) (Date)

_____ _____
(Executive Director, ESC Region XIII) (Date)

_____ _____
(Project CITE Director) (Date)

P.O. Reference Number_____ P.O. Date_____

To be billed: Annually Quarterly (circle one)

CITE CONTRACT

C.I.T.E. USER

CITE Users' Statistics and Explanation Report

ESC Region _____

for the _____ of _____, 19___

NUMBERS

Computer (contract) Searches Run _____

"Manual Only" Searches _____

Total for month _____

BY WHOM		% Of Total
Superintendents	_____	_____
Principals	_____	_____
Coordinators/Cons./etc.	_____	_____
Teachers	_____	_____
ESC staff	_____	_____
Others	_____	_____

EVALUATION FEEDBACK

Total Forms Returned _____

Computer _____

Manual _____

Return Rate _____

CONTRACT SEARCHES LEFT IN QUARTER _____

USER'S STATISTICS & INFORMATION REPORT

MARKETING 8

A successful marketing strategy defines the products or services offered, prices them accurately, then distributes and promotes them.

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PRICE AND PLACE	111
PROMOTION	115
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Television and Radio	122
Demonstrations and Workshops	122

MARKETING 8

While the term "marketing" has not often been used by educators, information specialists or librarians, it is a vital part of a successful information search service. To those unfamiliar with the field, marketing is often viewed as a hard-sell, "Madison Avenue" technique which skillfully packages a product and manipulates prospective buyers to ensure high sales figures. There are aspects of marketing, however, which have relevance for information services that sincerely want to address real client needs.

The function of an information search service is to provide its clients with information about products, ideas, and services. To be able to perform this function, the service must correctly determine client needs and monitor them as time goes on. Determining and monitoring needs in order to respond with a saleable product is what successful marketing is all about. In addition, a project which exists with institutional support must be able to demonstrate to the institution that it performs worthy and essential services. That, too, is marketing.

A successful marketing strategy defines the products or services offered, prices them accurately, then distributes and promotes them. Marketing theory calls this the "Four P's" of a marketing plan.

THE FOUR P'S OF MARKETING

1. Product
2. Price
3. Place (Distribution)
4. Promotion

The following provides some ideas about the "Four P's" as applied to an information search service. What is suggested here only scratches the surface of marketing. Additional sources of information about marketing can be found in the Reference Section.

PRODUCT

Obviously, the product of an educational information search service is information. In further defining the product, however, the information search service can begin by identifying its client groups more specifically. Once this is done, the service can then initiate and maintain contact with the clients to determine their specific information needs. Individual users will of course have their own requirements and eccentricities, and there will be some problems in separating true need from want, desire or demand. Expression of need is not always clear, and assessment of the intensity of a need is difficult to determine. However, once the needs of the client population are determined, it will be necessary to decide which specific needs apply to the largest number of potential users.

To begin to determine need, it will be useful to segment the clients into specific groups. An educational information search service, for example, could send a survey questionnaire to a

selected number of superintendents, perhaps in urban school districts, asking what kinds of information services they prefer. Ideally, once the most responsive possibilities have been determined, the service should test market the product with those clients first, before beginning the general marketing effort.

In addition to test marketing with small sample populations, a successful marketing strategy will test market the packages that will present the service. It is more effective if the right message in the right media can be sent to the client. Marketing evaluation discloses that better than 60 percent of all purchases are heavily influenced by the way a product looks. People buy through their senses. If the service can design an eye-catching campaign for its awareness efforts and an attractive package for the product itself, there will be more interest in examining what's inside.

PRICE AND PLACE

The price and distribution of the product will depend on who the client group is and where it is located. Price will also depend on how the search service is set up: whether a for-profit, independent business effort, or a service offered by an institution on a free or cost basis. Distribution, too, will depend on how the search service is set up: whether its services are offered directly to client groups, or whether a system of intermediate linkers is employed.

Due to state laws, Oklahoma's Project SEEK does not charge for its services. It serves all educators in the state directly, without the use of intermediate linkers. Project SEEK is aided in its

distribution efforts by the existence of the VIEW (Vital Information in Education and Work) program which provides career information microfiche. VIEW has placed over 800 microfiche readers throughout the state and has agreed that its readers may be used to read microfiche provided by Project SEEK. SEEK's staff can pinpoint the location of the readers by referring to the VIEW Directory. With each order for microfiche, SEEK sends the notice reproduced on page 113.

Texas' Project CITE operates a little differently, serving educators throughout the state via an intermediate linking system set up with the twenty Regional Service Centers. In setting up its distribution system, CITE was careful to involve the service centers in the planning process so they would have a stake in the project's success. CITE also serves educators in surrounding states via the Regional Exchange at Southwest Educational Development Laboratory.

Texas' Project CITE charges a fixed fee set at five levels and based on quarterly use of services for both service center subscriptions and non-service center subscriptions. Individuals may also submit requests at a fixed fee per request. A copy of CITE's fee schedules appears on page 114.

NOTICE SENT WITH MICROFICHE

SEEK
Sooner Exchange for Educational Knowledge

VIEW (Vital Information for Education and Work), has agreed that all microfiche readers in schools across the state may be used to read microfiche provided by Project SEEK. This agreement includes microfiche supplied to public school personnel only.

For information regarding the availability of a VIEW microfiche reader in your area, please contact:

Project SEEK
Oklahoma State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105
(405) 521-3491 or 521-3331.

114

FEE SCHEDULE FOR SERVICE CENTER SUBSCRIPTIONS

Level I 10 searches per quarter @ $200 per quarter, i.e., $20 each.

Level II 25 searches per quarter @ $450 per quarter, i.e., $18 each.

Level III 50 searches per quarter @ $800 per quarter, i.e., $16 each.

Level IV 75 searches per quarter @ $1050 per quarter, i.e., $14 each.

Level V 100 searches per quarter @ $1200 per quarter, i.e., $12 each.

Each contract to be backed by these services:

1. Ten documents in microfiche with each search, at no cost.
2. Five journal articles photocopied with each search, as available.
3. Paper copy of microfiche documents @ $.10 per page.
4. Additional microfiche @ $.20 per sheet of film.
5. Clients may receive, at their option, up to 100 citations of ERIC materials instead of the normal fifty.
6. The CITE staff is available for training here at the Resource Center in use of CITE services, but there are currently no funds for staff travel.

FEE SCHEDULE FOR NON-SERVICE CENTER SUBSCRIPTIONS

Level I 10 searches per quarter @ $250 per quarter, i.e., $25 each.

Level II 25 searches per quarter @ $550 per quarter, i.e., $22 each.

Level III 50 searches per quarter @ $1000 per quarter, i.e., $20 each.

Level IV 75 searches per quarter @ $1350 per quarter, i.e., $18 each.

Level V 100 searches per quarter @ $1500 per quarter, i.e., $15 each.

Each contract to be backed by these services:

1. Ten documents in microfiche with each search, at no cost.
2. Five journal articles photocopied with each search, as available.
3. Paper copy of microfiche documents @ $.10 per page.
4. Additional microfiche, or those not ordered in connection with a search, @ $.20 per sheet of film.
5. Clients may receive up to fifty citations of ERIC materials, or a maximum of twenty-five citations from another database.

NOTE: Searches used over and above the quarterly allotment may be subtracted from the next quarter's allotment, or billed at the rate per search of the level contracted.

Contracts are billed annually, in advance, unless quarterly billing is requested.

NON-SUBSCRIPTION COSTS

Individuals may submit requests for computer searches on specific topics at a cost of $30.00 per request.

CITE FEE SCHEDULES AS OF SEPTEMBER 1979

PROMOTION

In promoting a product it is useful to remember that there are five factors influencing a person's decision to adopt a new service or a new product: (1) advantages over the old system; (2) compatibility with lifestyle of user; (3) complexity versus simplicity of new idea; (4) ease of description of its function and (5) divisibility: can it be tried out on a small scale?

Remember that everyone on the staff of a search service is engaged in promoting the product. A highly motivated staff is essential. Also remember that the project must promote itself to its funding source as well as to its clients. SEEK keeps a subject record of search forms initiated by teachers, and periodically sends information about pertinent search requests to the field staff in the state agency. These field agents specialize in various subject areas, so it is easy to route pertinent requests to the appropriate specialist. SEEK's cover letter is reproduced on p. 116.

For some groups, an information search service is a new, unusual idea. Some potential clients may be threatened by the new service. It is necessary to reassure them that the service does not compete with or amplify their current responsibilities, but rather will aid and enhance them in their activities.

As an example, to promote the CITE Project to the staff of the Texas Education Agency, the Dissemination Division brought together all the groups within the agency that would be affected by the new service. A series of meetings was held to share ideas, talk about dissemination in general, and to emphasize that rather

than taking over any function of any other division CITE would be helping the divisions out. To continue to receive institutional support, CITE has made it a policy to provide TEA staff with information even when it has not been requested. CITE also keeps statistics on who uses its services and why.

J. D. GIDDENS
ASST SUPERINTENDENT
INSTRUCTION

JACK STRAHORN
ASST SUPERINTENDENT
STATE-FEDERAL

S. H. MC DONALD
ASST SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
LLOYD GRAHAM, Deputy Superintendent
TOM CAMPBELL, Associate Deputy Superintendent
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT:

Attached are copies of search request forms initiated by teachers in your special academic discipline. This gives you some indication of needs, concerns, and possible problems of teachers with whom you have regular contact.

As you travel about the state, contact these teachers to see if you might be of help in implementing the new materials and/or ideas they received from Project SEEK.

Thanks for your continued support.

ds

Print Materials

The first item that is usually considered in promoting a service or a product is a brochure. If the budget allows, it is wise to invest in the services of a professional designer when developing a brochure. It may be necessary to redesign the brochure after it has been in service for awhile, since services and products will change according to client needs. One example of an information search service brochure, developed by Project SEEK, is shown on pages 120 - 121.

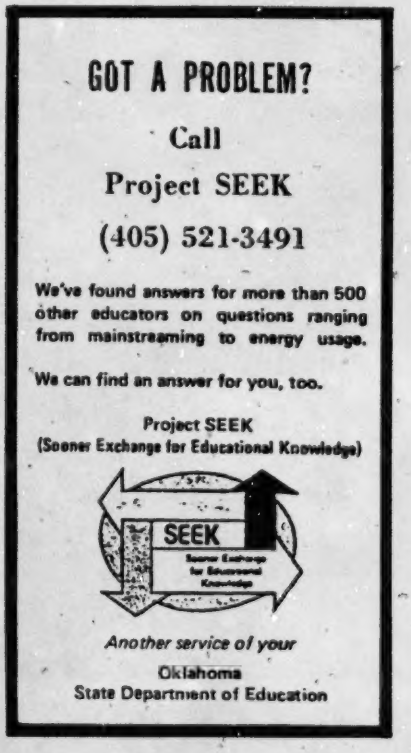
If the search service is part of a larger organization that publishes some kind of newsletter or paper, full use should be made of this medium. Since Oklahoma's Project SEEK is housed in the Communication and Dissemination Division of its SEA, it can place notices about services in two publications, THE OKLAHOMA EDUCATOR and the SUPERINTENDENT'S NEWSLETTER.

The OKLAHOMA EDUCATOR has a circulation of 40,000 and is received by every teacher in the state, thus providing direct access to Project SEEK's clients. At the beginning of Project SEEK, the OKLAHOMA EDUCATOR ran a cover story on the service, the headline reading "Project SEEK: New, Free Research Service Created for State Educators." This headline instantly catches the reader's interest, emphasizing as it does that the service is free and designed for educators. The article itself begins with "Project SEEK. What is it? Where is it? What can it do for you? When can it be done?" and goes on to answer these questions. Note that the questions are purposely geared to appeal to the interest of the clients. Specific practical examples are given

of searches on topics of current interest to educators, such as preschool and early childhood handicapped teaching techniques.

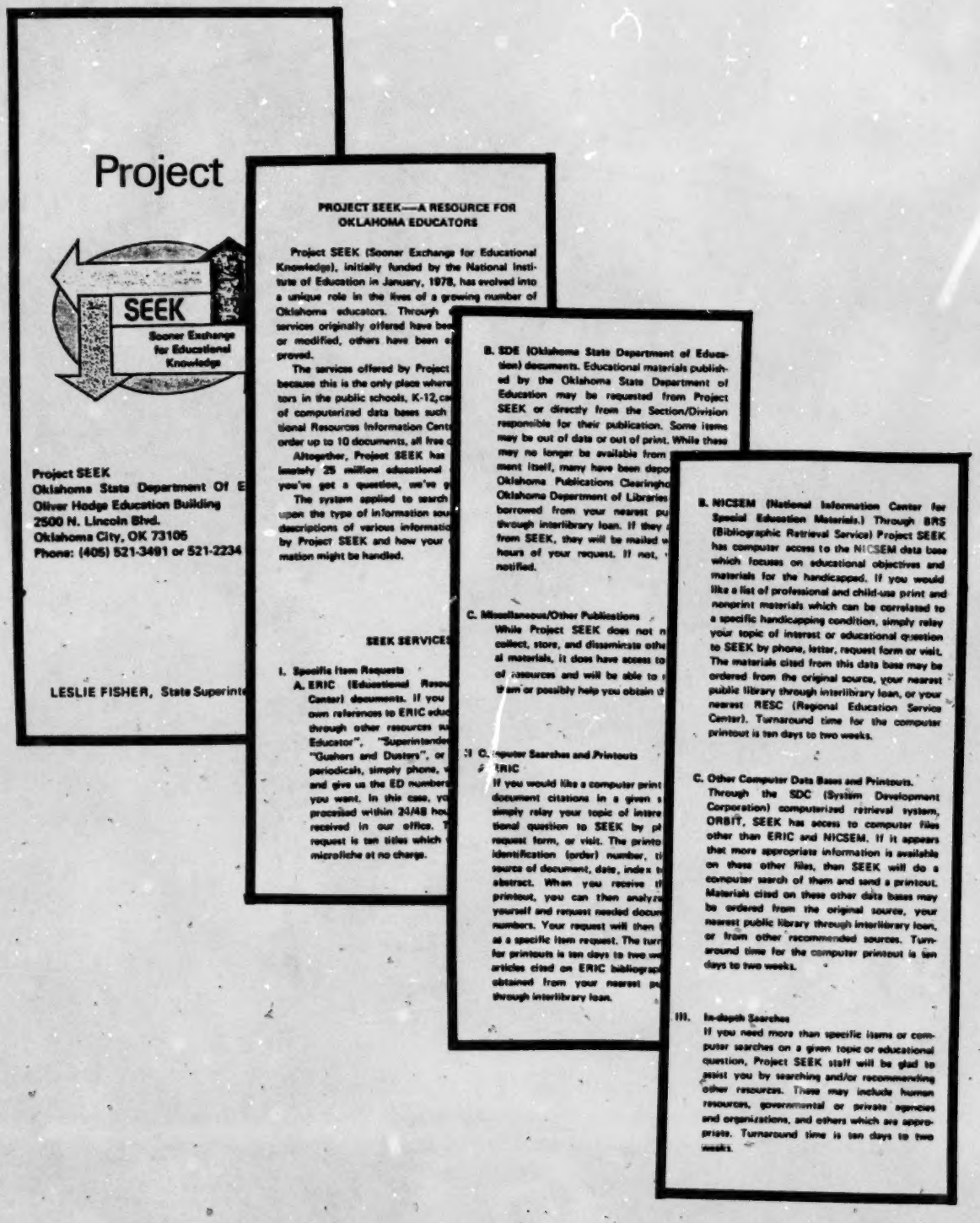
Each month thereafter Project SEEK has run an advertisement in the OKLAHOMA EDUCATOR with eye-catching titles and simple messages. For example, "We've got 25 million answers: ask us a question." Samples of the advertisements run by Project SEEK are reproduced on page 119. SEEK follows a similar strategy in the SUPERINTENDENT'S NEWSLETTER, which goes to all Oklahoma superintendents. A sample advertisement is reproduced below.

ADVERTISEMENT IN
SUPERINTENDENT'S NEWSLETTER


GOT A PROBLEM?
Call
Project SEEK
(405) 521-3491
We've found answers for more than 500 other educators on questions ranging from mainstreaming to energy usage.
We can find an answer for you, too.
Project SEEK
(Sooner Exchange for Educational Knowledge)
SEEK
Another service of your
Oklahoma
State Department of Education

MORE
GOOD NEWS
November 20, 1977
Dear Project Seek:
Thank you so much for your prompt response
to my request for a search of available infor-
mation in the areas of Women and Indian
Women. The material seems to be relevant,
and hopefully will be useful.
I would like to thank the State Dept. of Educa
tion for offering this service to educators i
Oklahoma...Thank you for your time a
assistance. And again, thank-you for offer
this valuable service.
Sincerely,
Sally McBeth-Gaim
University of Science and Arts in Ok
Chickasha
If you are looking for a better w
Project SEEK may be able to hel
or call. The service is free.
SEEK
READ
THIS
LETTER
Project SEEK, Sooner Exchange for Ed-
ucational Knowledge, has been a very valuable
asset to the educators in Region V and to me.
When using the resources of SEEK this year, I
have had research materials placed in my hands
within a very short period of time following my
requests. This information has been very timely
and very useful in helping "teachers to teach"
in our Region.
I want to thank you and your staff at the
State Department for your innovativeness in
providing a project like SEEK for the educators
across this state. Projects of this nature truly
benefit the classroom teacher and will ultimate-
ly benefit our students.
Sincerely,
Bernice Shedrick
ESSC Reading Specialist
Region V
If you are looking for a better way to teach,
Project SEEK may be able to help you. Write,
or call. The service is free.
SEEK

ADVERTISEMENT IN OKLAHOMA EDUCATOR



Project

SEEK

Sooner Exchange for Educational Knowledge

Project SEEK
Oklahoma State Department Of E
Oliver Hodge Education Building
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105
Phone: (405) 521-3491 or 521-2234

LESLIE FISHER, State Superint

PROJECT SEEK—A RESOURCE FOR OKLAHOMA EDUCATORS

Project SEEK (Sooner Exchange for Educational Knowledge), initially funded by the National Institute of Education in January, 1978, has evolved into a unique role in the lives of a growing number of Oklahoma educators. Through
services originally offered have be
or modified, others have been
proved.

The services offered by Project
because this is the only place where
tors in the public schools, K-12, ca
of computerized data bases such
tional Resources Information Cent
order up to 10 documents, all free

Altogether, Project SEEK has
imately 25 million educational
you've got a question, we've g

The system applied to search
upon the type of information sou
descriptions of various informati
by Project SEEK and how your
mation might be handled.

SEEK SERVICES

I. Specific Item Requests
A. ERIC (Educational Resou
Center) documents. If you
own references to ERIC educ
through other resources su
Educator", "Superintende
"Gushers and Dusters", or
periodicals, simply phone,
and give us the ED number
you want. In this case, yo
processed within 24/48 ho
received in our office.
request is ten titles which
microfiche at no charge.

B. SDE (Oklahoma State Department of Education) documents. Educational materials published by the Oklahoma State Department of Education may be requested from Project SEEK or directly from the Section/Division responsible for their publication. Some items may be out of data or out of print. While these may no longer be available from
ment itself, many have been depo
Oklahoma Publications Clearingho
Oklahoma Department of Libraries
borrowed from your nearest pu
through interlibrary loan. If they
from SEEK, they will be mailed
hours of your request. If not,
notified.

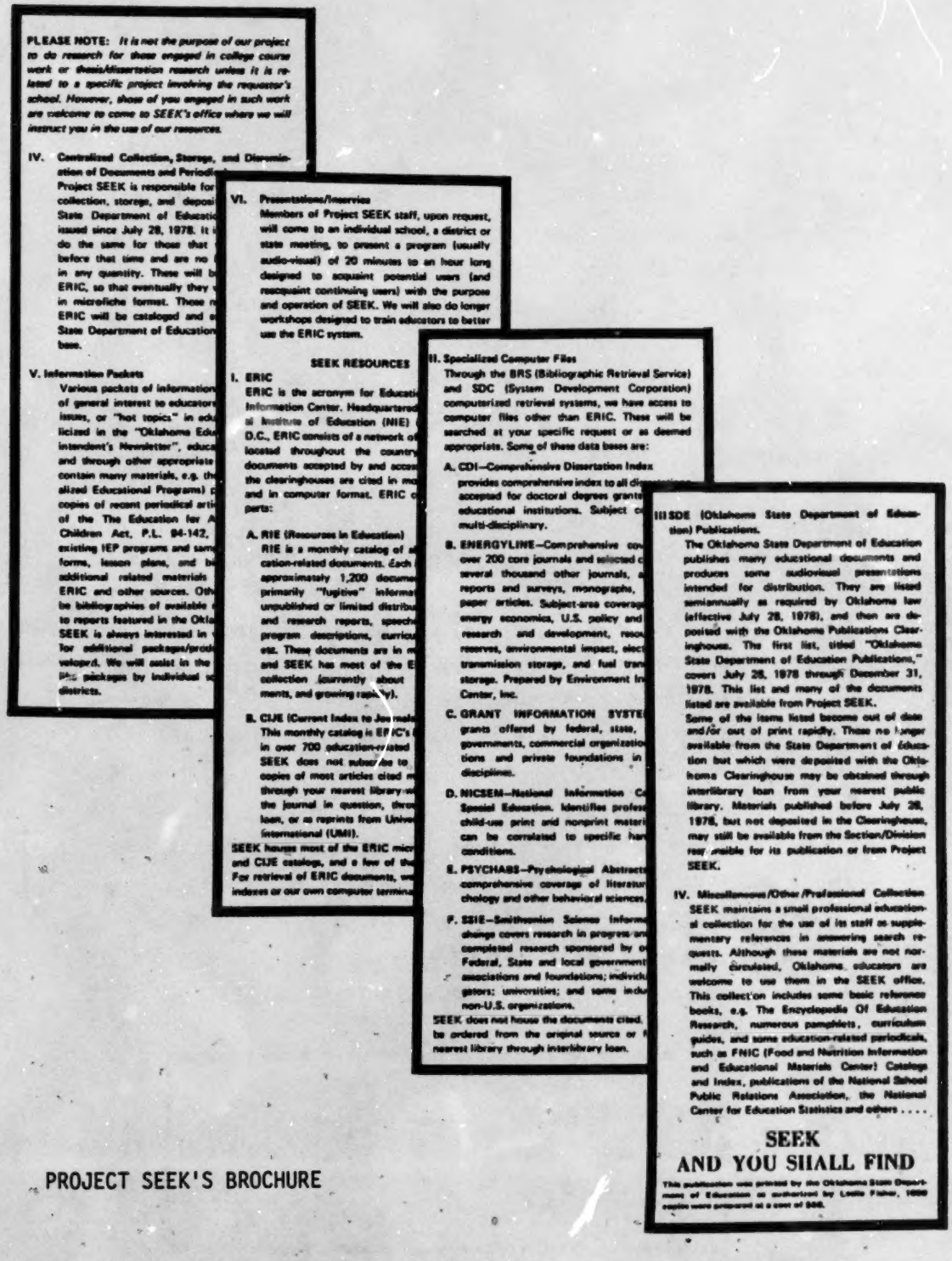
C. Miscellaneous/Other Publications
While Project SEEK does not
collect, store, and disseminate othe
al materials, it does have access to
of resources and will be able to
them or possibly help you obtain

C. Computer Searches and Printouts
ERIC
If you would like a computer print
document citations in a given
simply relay your topic of intere
tional question to SEEK by p
request form, or visit. The printo
identification (order) number, t
source of document, date, index
abstract. When you receive t
printout, you can then analyz
yourself and request needed docu
numbers. Your request will then
as a specific item request. The tur
for printouts is ten days to two
articles cited on ERIC bibliograp
obtained from your nearest p
through interlibrary loan.

B. NICSEM (National Information Center for Special Education Materials.) Through BRS (Bibliographic Retrieval Service) Project SEEK has computer access to the NICSEM data base which focuses on educational objectives and materials for the handicapped. If you would like a list of professional and child-use print and nonprint materials which can be correlated to a specific handicapping condition, simply relay your topic of interest or educational question to SEEK by phone, letter, request form or visit. The materials cited from this data base may be ordered from the original source, your nearest public library through interlibrary loan, or your nearest RESC (Regional Education Service Center). Turnaround time for the computer printout is ten days to two weeks.

C. Other Computer Data Bases and Printouts.
Through the SDC (System Development Corporation) computerized retrieval system, ORBIT, SEEK has access to computer files other than ERIC and NICSEM. If it appears that more appropriate information is available on these other files, then SEEK will do a computer search of them and send a printout. Materials cited on these other data bases may be ordered from the original source, your nearest public library through interlibrary loan, or from other recommended sources. Turnaround time for the computer printout is ten days to two weeks.

III. In-depth Searches
If you need more than specific items or computer searches on a given topic or educational question, Project SEEK staff will be glad to assist you by searching and/or recommending other resources. These may include human resources, governmental or private agencies and organizations, and others which are appropriate. Turnaround time is ten days to two weeks.



PLEASE NOTE: *It is not the purpose of our project to do research for those engaged in college course work or thesis/dissertation research unless it is related to a specific project involving the requestor's school. However, those of you engaged in such work are welcome to come to SEEK's office where we will instruct you in the use of our resources.*

IV. Centralized Collection, Storage, and Dissemination of Documents and Periodi
Project SEEK is responsible for
collection, storage, and deposi
State Department of Educatio
issued since July 28, 1978. It
do the same for those that
before that time and are no
in any quantity. These will b
ERIC, so that eventually they
in microfiche format. Those
ERIC will be cataloged and
State Department of Education
base.

V. Information Packets
Various packets of information
of general interest to educators
issues, or "hot topics" in edu
licized in the "Oklahoma Edu
intendent's Newsletter", educa
and through other appropriate
contain many materials, e.g. th
alized Educational Programs)
copies of recent periodical arti
of the The Education for A
Children Act, P.L. 94-142,
existing IEP programs and samp
forms, lesson plans, and b
additional related materials
ERIC and other sources. Oth
be bibliographies of available
to reports featured in the Okla
SEEK is always interested in
For additional packages/prod
veloped. We will assist in the
ing packages by individual s
districts.

VI. Presentations/Inservice
Members of Project SEEK staff, upon request, will come to an individual school, a district or state meeting, to present a program (usually audio-visual) of 20 minutes to an hour long designed to acquaint potential users (and reacquaint continuing users) with the purpose and operation of SEEK. We will also do longer workshops designed to train educators to better use the ERIC system.

SEEK RESOURCES

I. ERIC
ERIC is the acronym for Educati
Information Center. Headquartered
al Institute of Education (NIE)
D.C., ERIC consists of a network o
located throughout the country
documents accepted by and acces
the clearinghouses are cited in m
and in computer format. ERIC c
parts:

A. RIE (Resources in Education)
RIE is a monthly catalog of a
cation-related documents. Each
approximately 1,200 docume
primarily "fugitive" informa
unpublished or limited distribu
and research reports, speech
program descriptions, curric
etc. These documents are in m
and SEEK has most of the E
collection (currently about
ments, and growing rapidly).

B. CIJE (Current Index to Jo
This monthly catalog is ERIC's
in over 700 education-related
SEEK does not subscribe to
copies of most articles cited
through your nearest library
the journal in question, thro
loan, or as reprints from Univ
International (UMI).

SEEK houses most of the ERIC mic
and CIJE catalogs, and a few of th
For retrieval of ERIC documents, w
indexes or our own computer termin

II. Specialized Computer Files
Through the BRS (Bibliographic Retrieval Service) and SDC (System Development Corporation) computerized retrieval systems, we have access to computer files other than ERIC. These will be searched at your specific request or as deemed appropriate. Some of these data bases are:

A. CDI—Comprehensive Dissertation Index
provides comprehensive index to all di
accepted for doctoral degrees grant
educational institutions. Subject c
multi-disciplinary.

B. ENERGYLINE—Comprehensive co
over 200 core journals and selected c
several thousand other journals,
reports and surveys, monographs,
paper articles. Subject-area coverag
energy economics, U.S. policy and
research and development, reso
reserves, environmental impact, elec
transmission storage, and fuel tran
storage. Prepared by Environment In
Center, Inc.

C. GRANT INFORMATION SYSTE
grants offered by federal, state,
governments, commercial organizatio
tions and private foundations in
disciplines.

D. NICSEM—National Information C
Special Education. Identifies profes
child-use print and nonprint materi
can be correlated to specific ha
conditions.

E. PSYCHABS—Psychological Abstract
comprehensive coverage of literatur
chology and other behavioral sciences.

F. SSIE—Smithsonian Science Inform
change covers research in progress an
completed research sponsored by o
Federal, State and local government
associations and foundations; individu
gators; universities; and some indu
non-U.S. organizations.

SEEK does not house the documents cited.
be ordered from the original source or
nearest library through interlibrary loan.

III SDE (Oklahoma State Department of Education) Publications.
The Oklahoma State Department of Education publishes many educational documents and produces some audiovisual presentations intended for distribution. They are listed semiannually as required by Oklahoma law (effective July 28, 1978), and then are deposited with the Oklahoma Publications Clearinghouse. The first list, titled "Oklahoma State Department of Education Publications," covers July 28, 1978 through December 31, 1978. This list and many of the documents listed are available from Project SEEK.
Some of the items listed become out of date and/or out of print rapidly. Those no longer available from the State Department of Education but which were deposited with the Oklahoma Clearinghouse may be obtained through interlibrary loan from your nearest public library. Materials published before July 28, 1978, but not deposited in the Clearinghouse, may still be available from the Section/Division responsible for its publication or from Project SEEK.

IV. Miscellaneous/Other/Professional Collection
SEEK maintains a small professional educational collection for the use of its staff as supplementary references in answering search requests. Although these materials are not normally circulated, Oklahoma educators are welcome to use them in the SEEK office. This collection includes some basic reference books, e.g. The Encyclopedia Of Education Research, numerous pamphlets, curriculum guides, and some education-related periodicals, such as FNIC (Food and Nutrition Information and Educational Materials Center) Catalogs and Index, publications of the National School Public Relations Association, the National Center for Education Statistics and others . . . .

SEEK
AND YOU SHALL FIND

This publication was printed by the Oklahoma State Department of Education as authorized by Leslie Fisher, 1000 copies were prepared at a cost of $00.

PROJECT SEEK'S BROCHURE

Television and Radio

In addition to printed materials, the service should use any access it has to educational television spots or radio public service announcements. Such time is free, so project costs can be limited to development of the advertisement. If the service is part of a state or local agency, there may be a media department which could be used. Project SEEK has a 10-minute slide-tape awareness presentation which its staff shows to clients.

Demonstrations and Workshops

Another important component in promoting a product is personal contact in the field, usually through practical demonstrations of services or products offered. Oklahoma's Project SEEK sets up exhibits at workshops and conventions, such as the State Teacher's Convention held in Oklahoma each year. A portable computer terminal is used to run searches for teachers on the spot. Such demonstrations always generate interest and enthusiasm.

Project SEEK also presents workshops to selected groups. Workshop requests are collected whenever feasible, perhaps at convention exhibits. SEEK's REQUEST FOR WORKSHOP form is reproduced on page 123. Also gathered at workshops and conventions is information about the level of awareness of target groups about Project SEEK and ERIC. The form is a simple one and is reproduced below.

PROJECT SEEK
AWARENESS AND USE INFORMATION GATHERING FORM

Name and School Mailing Address	Aware of SEEK	Used SEEK	Aware of ERIC	Used ERIC
etc.				

VI. DURATION

How long do you wish the participants to meet?

_____

_____

Other preferences or limits

_____

_____

VII. EVALUATION

Does your organization require any specific procedures for workshop evaluation?

_____

_____

_____

Do you have preferences regarding procedures to be used? Please explain.

_____

_____

_____

ADDITIONAL COMMENTS:

(SEEK STAFF USE ONLY)

Contacted SEEK by:

Telephone ___

Letter ___

Meeting ___

_____ Date Received

_____ Date Options Provided

_____ Date Option Selected

_____ Dates of Workshop

_____

Date of Request

_____

Person Making Request

_____

Telephone

_____

Organization and Address

SEEK

Sooner Exchange for Educational Knowledge

(FOR USE OF SEEK STAFF ONLY)

I. TOPIC

A. ☐ SEEK Awareness
☐ SEEK Search Packet
☐ ERIC: RIE & CIJE Databases
☐ Other_____

B. Goals and Expected Outcomes

_____

_____

C. Describe the Target Group as specifically as possible (school teachers, graduate students, SDE staff, etc.)

_____

_____

D. Describe the need for this training and how the need was determined

_____

_____

_____

E. Other comments_____

_____

_____

II. DATES (Please list dates preferred and two alternatives)

1st_____

2nd_____

3rd_____

III. LOCATION

_____

Are there any rules or regulations governing this facility which must be considered? (Closing times, use of furniture, wall space?)

_____

Can AV equipment be provided?

_____

IV. Approximate No. of Participants

_____

V. May outside visitors attend the Workshop?

_____

_____

_____

PROJECT SEEK'S
REQUEST FOR WORKSHOP
FORM

One bit of important advice to remember about marketing: it must be continuous and repeated. It takes time for a message to make an impact and people tend to forget easily. Staff turnover within the client population results in potential clients who are back at the awareness level regarding the search service. Repeated telling never hurt an information search service.

The information in this segment on marketing has been presented as an introduction for anyone interested in promoting a search service. Success in the activity often rests on the creativity and initiative of project staff. For more suggestions and details the reference listed below might be useful.

RECOMMENDED READING

MARKETING: EXPLORING APPLICATIONS FOR EDUCATIONAL DISSEMINATION by the NTS Research Corporation (2634 Chapel Hill Blvd., Durham, N.C. 27707).

BUDGET 9

Building in a bit of 'mad money' and a margin for rising costs and unexpected emergencies is always essential.

BUDGET 9

As a final section, it seems appropriate to address the question of money and budgets. Considering the fact that prices do not remain stable from year to year, it did not seem practical to attempt a list of figures with a final total cost. A basic list of items that should be considered does seem useful, however, and that is what has been included here.

First it should be noted that there is no way the budget manager can think of everything at the beginning of the year. Building in a bit of "mad money" and a margin for rising costs and unexpected emergencies is always essential. When negotiating federal budgets, it is useful to remember that "maybe" is the state-of-the-art. Building and maintaining political ties is essential in obtaining the most resources possible for the project.

All the items listed are suggestions based on observations made by Projects SEEK and CITE. Additional information, including some costs current as of early 1980, can be found in the preceeding sections of the manual. Each project's specific needs will alter the following list considerably. If, for example, the project decides not to maintain a periodical collection, a substantial expense will be eliminated. Also, a beginning project will have different needs than one already in operation. There is a difference between setting up a collection and maintaining it. Keeping these reservations in mind, a basic list of items for which to budget appears on the following pages.

BASIC LIST OF BUDGET ITEMS

ACQUISITIONS

Print and Microform Materials

- Reference Collection
- Periodical Collection
- Curriculum Guides
- Commercial Services and Publications
- ERIC Collection (Microfiche, CIJE, RIE, THESAURUS)
- Microfilm Collection
- Miscellaneous

Computer Capacity

- Vendors
- Communication System
- Offline Print Costs
- Data Base Royalties
- Bell Telephone Hookup Costs
- Searching Tools

EQUIPMENT/SUPPLIES

Computer, Microform, Print

- Photocopying maching
- Microfiche printer/reader
- Computer terminal/reader
- Terminal paper

Storage

- Vertical File Cabinets
- Shelves for Shelf Materials
- Office Records File Cabinets
- Search File Cabinets
- Card Catalogs
- ERIC Microfiche Storage Files

Staff Furniture and Equipment

- Desks
- Files
- Chairs
- Tables
- Telephone Hookup
- Typewriters
- Adding Machine/Calculator
- Dictating Equipment

Equipment Repair and Maintenance

See above for list of items to be repaired/maintained.

Standard Office Supplies and Materials

- Paper
- File Folders
- Forms
- Miscellaneous (tablets, liquid paper, pencils, etc.)

MARKETING AND DELIVERING PRODUCTS

Promotional Print Materials
(brochures, newsletter, advertisements)

- Writing
- Design
- Layout
- Printing
- Mailing (postage, envelopes, etc.)

Promotional PSAs (radio/television)

- Writing
- Design
- Layout
- Reproduction

Promotional Slide/Tape Presentation

- Writing
- Design
- Layout
- Photography
- Reproduction

Workshop Presentations

- Travel
- Materials

Resource Guides

- Design
- Writing
- Layout
- Printing
- Royalty Fees
- Mailing

Information Searches

- Search form development
- Search form reproduction
- Computer Costs
- Periodical Duplication Costs

STAFF

Salaries

- Director
- Administrative Assistant
- Searchers
- Librarian
- Secretary/Clerk

Staff Training and Development

- Consultant Fees
- Computer use training (initial and continuous)
- Training for new staff
- Travel and expenses to conferences
- Other Technical Assistance Training
- Professional Journal Subscriptions

Institutional Costs

- Staff Benefits
- Overhead

AFTERWORD

by Preston C. Kronkosky

AFTERWORD

In the early part of January 1980, the states served by the SEDL Regional Exchange (SEDL/RX) requested that a regional workshop be planned on "Building State-Based Information Resource Centers." Two of the states, Texas and Oklahoma, had such centers, called search services, and four were in the process of developing them, either independent of federal funding or as part of state capacity building grants emphasizing dissemination. The workshop gave the SEDL/RX an opportunity to arrange for Texas and Oklahoma to share their experiences with the other four states. In this way, two of the RDx national goals were fulfilled: (1) to promote coordination among dissemination and school improvement programs and (2) to provide information, technical assistance, and/or training which support dissemination and school improvement efforts.

"Building State-Based Information Resource Centers" held at SEDL in Austin, Texas, began with opening remarks by Virginia Cutter, former Director of Dissemination for the Texas Education Agency and now a private consultant. Mrs. Cutter, widely respected for her achievements in the field of dissemination, stressed that making good decisions requires up-to-date information, whether at the local, state, or national level, and that information search services provide educators an important service. The opening remarks were followed by a series of concurrent sessions over a two-day period in which staff members of Texas' Project CITE and Oklahoma's Project SEEK discussed the various aspects of their operations, from acquisitions of materials to computerized information retrieval to marketing the service. John Peterson, Director of Resource and Referral Service and Judy Conrad from the ERIC Clearinghouse for

Rural Education and Small Schools (ERIC/CRESS) detailed the services provided by their respective organizations. The workshop ended with a presentation by James Treece, an attorney and professor of law at The University of Texas at Austin, concerning the implications of federal copyright law for search services, and with closing observations by Virginia Cutter. A copy of the agenda for the conference, together with a list of participants appears in Appendix B.

The enthusiasm and high level of interest on the part of participants at the workshop, coupled with the request afterward from Pat Martin, Director of Texas' Project CITE, that the information be pulled together in a single document, prompted the SEDL/RX to decide to develop the handbook, INFORMATION SEARCH SERVICES FOR EDUCATORS.

Sharon Adams, coordinator for the workshop and a Dissemination Specialist who has worked closely with Projects SEEK and CITE, and Martha Hartzog, a Technical Writer with experience in developing handbooks and in document design, took on the task. It was the intent of Adams and Hartzog to produce a handbook which would have the widest possible application. First Hartzog wrote up the information presented at the conference, dividing it into chapters, continuing to use specific examples from Projects CITE and SEEK. Adams reviewed the materials, rewriting them to be more generally applicable. The first draft was reviewed by Nancy Baker Jones, Dissemination Specialist, and by Projects SEEK and CITE. SEEK and CITE continued to help throughtout the development process, providing answers to specific questions, new copies of forms, and so forth.

After the draft was returned by the reviewers, Hartzog incorporated their suggestions and began designing a format for the manual which would make it attractive and easy to use. Teri Aleman, Senior Secretary, labored long and hard to type the document and create the charts.

Since 1976, the primary concern of SEDL/RX has been to assist the six SEAs it serves in developing, expanding, and strengthening state-wide and regional dissemination systems which provide information about R&D outcomes and other resources. In its willingness to develop this document, which goes beyond the usual conference report, the SEDL/RX staff has demonstrated its dedication to this primary mission.

Preston C. Kronkosky, Director
Division of Field Services and
Dissemination

APPENDIX A: PROJECT CITE SHELF LIST CATEGORIES

ACC ACCOUNTABILITY

Includes material on the accountability of teachers, administrators, and pupils. See also NEEDS ASSESSMENT, COMPETENCY BASED EDUCATION, EVALUATION, TESTING.

ADN ADMINISTRATION

Direction, control, management and organization of all matters/people pertaining to schools and school systems. Includes materials on Principals, Superintendents, Business Managers and others in positions of administration; finance, scheduling, attendance and other such topics. See also SUPERVISORS, GUIDANCE AND COUNSELING, SCHOOL BOARDS, PUBLIC RELATIONS, SCHOOL FACILITIES, LAWS AND LEGISLATION.

ADU ADULT EDUCATION

The education or instruction of adults, curriculum and method. Includes basic skills, functional literacy, lifelong learning, continuing education and adult basic education.

ALT ALTERNATIVE EDUCATION

Includes both educational alternatives and alternative schools.

BIL BILINGUAL EDUCATION

Besides true bilingual education, materials on Non-English Speaking, English as a Second Language and Spanish Speaking Children, etc. are included. See also STUDENTS, SPECIAL POPULATIONS, SOCIAL STUDIES, MULTICULTURAL.

CAR CAREER EDUCATION

Curriculum and methods in teaching about jobs and careers. Also includes some material on guidance and counseling in the areas of career/occupational opportunities and choice. See also VOCATIONAL EDUCATION, GUIDANCE AND COUNSELING.

CHD CHILD DEVELOPMENT

Includes the mental, emotional, social and physical growth of children. See also EARLY CHILDHOOD.

CLM CLASS MANAGEMENT

Management of children and facilities within the classroom. Includes discipline, behavior modification, time and materials management, etc.

See also ADMINISTRATION.

COM COMPETENCY BASED EDUCATION

Includes teaching methods, student competencies, graduation requirements, etc. See also ACCOUNTABILITY, TESTS/TESTING, TEACHERS.

COP COMPUTERS

All aspects of use of computers in education. Includes calculators. See also ADMINISTRATION EDUCATIONAL APPROACHES, INSTRUCTIONAL MATERIALS, TEACHING TECHNIQUES.

CRA CREATIVITY

Teaching and/or using creativity in the classroom. See also GIFTED AND TALENTED.

CRD CRIME AND DRUG EDUCATION

Curriculum and methods for teaching crime and drug education. Includes drug abuse, alcoholism, juvenile delinquency, etc. See also SUBJECT AREAS - HEALTH, VIOLENCE/VANDALISM.

CUR CURRICULUM

Materials dealing with the planning, development and implementation of curricula. Doesn't include curriculum guides in the subject areas. See also EDUCATION GENERAL - CURRICULUM GUIDES (Subject Categories).

DID DISADVANTAGED

Materials concerning children who are culturally, socially, economically and academically disadvantaged. See also GUIDANCE AND COUNSELING, STUDENTS - SPECIAL POPULATION, URBAN EDUCATION.

ECH EARLY CHILDHOOD

Materials dealing with the teaching and learning of children from birth through grade 3.

EDA EDUCATIONAL APPROACHES

Includes comprehensive philosophies and approaches to education; includes such things as interdisciplinary education, lab approach,

self-directed learning, etc. See other categories for specific approaches: e.g. OPEN EDUCATION, COM, etc.

EDG EDUCATION GENERAL

Materials dealing with education in general, not specifically enough to classify elsewhere

0001 - 0999 Programs
1000 - 1999 Monographs
2000 - 2999 Catalogs and Directories
3000 - 3999 Dissemination
4000 - 4999 Statistics
5000 - 5999 Research
6000 - 6999 Curriculum

EDI EDUCATIONAL ISSUES

General topics and issues which are related to and have an impact on education in general.

ELE ELEMENTARY EDUCATION

Materials dealing with general methods and philosophies of education at the elementary level. Materials about specific subject areas are found under the subject shelf category.

EVA EVALUATION

Includes program, administrator, teacher, student, and other evaluations.

FUT FUTURES OF EDUCATION

See also INNOVATION.

GAM GAMES

Creating and using games and simulations in the classroom as instructional technique. See also LEARNING CENTERS, INDIVIDUALIZED INSTRUCTION.

GIF GIFTED AND TALENTED

Programs, methods, curriculum and all other aspects of identifying and teaching gifted and talented students.

GRA GRADING

Includes grading and reporting pupil progress. See also ADMINISTRATION.

GUC GUIDANCE AND COUNSELING

Includes counseling information on dropouts, disadvantaged, other exceptional children and regular students. Also includes career counseling.

HUM HUMANISTIC EDUCATION

Includes affective education, values education, moral education, self-concept and other educational approaches which are oriented toward improving self-awareness and mutual understanding among people.

INI INDIVIDUALIZED INSTRUCTION

See also LEARNING CENTERS, OBJECTIVES, OPEN EDUCATION.

INN INNOVATION AND CHANGE

Information on the introduction and implementation of new ideas, methods or devices into the educational process. Materials on dissemination are included here. See also FUTURES, ADMINISTRATION, EDUCATIONAL APPROACHES, ALTERNATIVE EDUCATION.

INS INSERVICE EDUCATION

Includes all aspects of staff development and inservice training of teachers, administrators, counselors and paraprofessionals. For teacher education see TEACHERS. See also TEACHERS, ADMINISTRATION, SUPERVISION.

INT INSTRUCTIONAL MATERIALS

Information regarding the selection and use of materials, media and devices used for the purpose of instruction. See also GAMES, COMPUTERS.

LAN LANGUAGE ARTS

Includes materials on all areas of study which teach control and proficiency in the use of the English language, both oral and written. Includes English Education. See also READING, BILINGUAL EDUCATION, ELEMENTARY EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.

0001 - 0999 General (Grammar, Activities, Methods, Research, etc.)
1000 - 1999 Oral Communication
See also EARLY CHILDHOOD
2000 - 2999 Composition/Writing
3000 - 3999 Listening
4000 - 4999 Spelling
5000 - 5999 Study Skills
See also CONTENT READING
6000 - 6999 Poetry and Plays
7000 - 7999 Miscellaneous (Mass Communication, Science Fiction, Newspapers, etc.)

LAW LAWS AND LEGISLATION

Information on laws and legislation which affect education, educators, students and parents, including rights of all these. See also SCHOOL BOARDS, ADMINISTRATION, ACCOUNTABILITY.

LEA LEARNING

Information on how students acquire knowledge, includes theories, styles, processes, environment, etc. See also SPECIAL EDUCATION, EDUCATION GENERAL - RESEARCH.

LEC LEARNING CENTERS

Designated areas of classroom or school equipped with programmed or self-directed instructional materials for independent study. See LIBRARIES for Learning Resource Centers. See also LIBRARIES, INDIVIDUALIZED INSTRUCTION.

LIB LIBRARIES

Information concerning public, academic, special and school libraries. Includes library skills.

MAT MATH

Includes metric education. See also ELEMENTARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES, SPECIAL EDUCATION - TEACHING.

MID MIDDLE SCHOOLS

Grades 6, 7, and 8.

MIG MIGRANT EDUCATION

See also DISADVANTAGED.

MIS MISCELLANEOUS

For items which do not deal directly with education but are related.

MOI MOTIVATION

Techniques and methods for motivating students. See also LEARNING, HUMANISTIC EDUCATION.

MOT MOTOR/SENSORY SKILLS

See also EARLY CHILDHOOD, SPECIAL EDUCATION.

NED NEEDS ASSESSMENT

See also EVALUATION, ADMINISTRATION.

OBJ OBJECTIVES

Includes development and use of behavioral, instructional, performance and learning objectives. See also COMPETENCY BASED EDUCATION, INDIVIDUALIZED INSTRUCTION, ACCOUNTABILITY.

OPE OPEN EDUCATION

Information concerning an educational approach which utilizes the student's ability to choose learning experiences with the teacher in the role of facilitator and guide. Includes concept of open plan or open area schools where teaching and learning areas are structurally open and not separated by walls.

PAP PARAPROFESSIONALS

Information about non-professional instructional staff. Includes teacher aides. See also VOLUNTEERS, TUTORING, PARENT/COMMUNITY INVOLVEMENT.

PAR PARENT/COMMUNITY INVOLVEMENT

Includes parents of both regular and exceptional children. See also VOLUNTEERS, ADMINISTRATION, PUBLIC RELATIONS.

PRO PROFESSIONAL COLLECTION

Information useful to the Resource Center Staff in planning and implementing their activities, objectives and goals.

PUB PUBLIC RELATIONS

See also ADMINISTRATION, PARENT/COMMUNITY INVOLVEMENT.

REA READING

See also INDIVIDUALIZED INSTRUCTION, TEACHING TECHNIQUES, ELEMENTARY EDUCATION, SECONDARY EDUCATION.

0001 - 0999 General
1000 - 1999 Content Reading
2000 - 2999 Reading Difficulties
3000 - 3999 Elementary
4000 - 4999 Secondary

RSS RURAL AND SMALL SCHOOLS

See also ADMINISTRATION.

SCB SCHOOL BOARDS

See also ADMINISTRATION, PARENT/COMMUNITY INVOLVEMENT, PUBLIC RELATIONS.

SCF SCHOOL FACILITIES

Information concerning schools and school district's physical structures and materials. Includes school plant, equipment, etc. See also ADMINISTRATION, OPEN EDUCATION.

SCI SCIENCE EDUCATION

See also SECONDARY EDUCATION, ELEMENTARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.

SEC SECONDARY EDUCATION

Materials dealing with general methods and philosophies of education at the secondary level. Materials about specific subject areas are found under their shelf category.

SOC SOCIAL STUDIES

See also ELEMENTARY EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES, EDUCATIONAL APPROACHES.

0001 - 0999 General
1000 - 1999 Elementary
2000 - 2999 Secondary
3000 - 3999 Multi-Cultural
4000 - 4999 Consumer/Economic

SPE SPECIAL EDUCATION

Includes information about handicapping conditions and teaching handicapped students.

0001 - 0499 Deaf, Blind, Deaf-Blind
0500 - 0999 Learning disabilities
1000 - 1499 Emotional disturbance
1500 - 1999 Mainstreaming
2000 - 2499 Miscellaneous (Hyperactivity, Functional language, etc.)
2500 - 2999 Mental retardation
3000 - 3999 Teaching
See also TEACHING TECHNIQUES, EDUCATIONAL APPROACHES
4000 - 4999 Vocational Education

STS STUDENTS - SPECIAL POPULATIONS

See also BILINGUAL EDUCATION, DISADVANTAGED, SOCIAL STUDIES - MULTICULTURAL.

0001 - 1999 Over-Under-Low-Achievers, Slow learners
2000 - 2999 Minorities

SUB SUBJECT AREAS

Instructional materials and techniques on all curriculum areas except those listed. See also CAREER EDUCATION, CRIME AND DRUG EDUCATION, LANGUAGE ARTS, MATH, READING, SCIENCE EDUCATION, SOCIAL STUDIES, VOCATIONAL EDUCATION.

0001 - 0499 Health
0500 - 0999 Physical education
1000 - 1499 Outdoor education
1500 - 1999 Fine arts
2000 - 2499 Foreign language
2500 - 2999 Energy
3000 - 3499 Parenthood Education

SUP SUPERVISION

Materials on the study of supervision, supervisors and supervisory methods and techniques. Includes some teacher evaluation, observation techniques, staff development, etc. See also ADMINISTRATION, CURRICULUM, ELEMENTARY EDUCATION, EVALUATION, INSERVICE EDUCATION, SECONDARY EDUCATION, TEACHING TECHNIQUES.

TEA TEACHERS

Includes information on the student teacher, the beginning teacher, salaries of teachers, teacher education, the profession of teaching, etc. See also EVALUATION (for teacher evaluation).

TEC TEACHING TECHNIQUES

Information on specific ways of presenting instructional material or conducting instructional activities as well as the teacher's manner and method of teaching. Other terms included are teaching methods and instructional methods. See also EDUCATION GENERAL, EDUCATIONAL APPROACHES, ELEMENTARY EDUCATION, SECONDARY EDUCATION, SUPERVISION, Subject categories.

TEL TELEVISION

Includes all aspects of Educational TV, Public TV, and Cable TV. See also INSTRUCTIONAL MATERIALS.

TES TESTS AND TESTING

Includes information on measuring and evaluating pupil progress, how to write classroom tests, information on standardized tests and specific tests. See also COMPETENCY BASED EDUCATION, EVALUATION, LANGUAGE ARTS - STUDY SKILLS, GRADING.

TUT TUTORING

Includes information on how to establish a tutorial program and general information on how to use tutors. See also VOLUNTEERS, PARENT/COMMUNITY INVOLVEMENT, PARAPROFESSIONALS.

URB URBAN EDUCATION

Includes information about teaching youth in urban areas and special needs of urban schools. See also DISADVANTAGED.

VIO VIOLENCE AND VANDALISM

Includes statistical information as well as prevention of violence and vandalism. See also CRIME AND DRUG EDUCATION, ADMINISTRATION, DISCIPLINE.

VOC VOCATIONAL EDUCATION

Formal preparation for an occupation below the baccalaureate degree. Includes CVAE, business education, health occupations education, technical education, home economics, etc. See also GUIDANCE AND COUNSELING, SPECIAL EDUCATION (for vocational skills).

VOL VOLUNTEERS

Includes information on organizing a volunteer program, recruiting volunteers and materials for the volunteer. See also PARENT/ COMMUNITY INVOLVEMENT, TUTORS.

WOM WOMEN

Includes women's studies, women's roles in education, sex bias, sex discrimination and studies for and about women. See also SUBJECT AREAS - PHYSICAL EDUCATION, VOCATIONAL EDUCATION.

APPENDIX B: "BUILDING STATE-BASED INFORMATION RESOURCE CENTERS"

BUILDING STATE-BASED INFORMATION RESOURCE CENTERS: SEDL REGIONAL EXCHANGE WORKSHOP

Thursday, February 28, 1980

(5th Floor Conference Room)

8:30-10:00am	Introduction & Welcome Opening Comments: "The Importance of Quality Information for Educational Decision-Making" Mrs. Virginia Cutter, former TEA Director of Dissemination An Information Search: How is it done? (A detailed explanation by staff members from Project CITE and Project SEEK--how an information package is built in response to a client request.)		
	CITE CENTER	PMIC CENTER	5TH FLOOR CONFERENCE AREA
10:10-10:40am	Acquisitions: CITE's core collection of resources--essential titles, prices and processes--where to find new titles--how CITE selects materials for the collection. Deborah Daniels, CITE staff	Your State Agency: Clients and Resources. How the TEA library serves the agency staff--cooperation between the CITE project and the TEA library. Linda Kemp, TEA librarian	The ERIC System: Basics in the ERIC System--its history, current structure, available materials and services. Judy Conrad, ERIC/CRESS staff, Las Cruces, New Mexico
10:40-11:00am	BREAK		
11:00-11:30am	Acquisitions: Deborah Daniels, CITE staff	Your State Agency: Clients and Resources. Linda Kemp, TEA librarian	Project Costs: Some obvious and and not so obvious costs that occurred in the first two years at Project SEEK. Jack Craddock, Director, Oklahoma Project SEEK
11:30-1:00pm	L U N C H		
1:00-1:30pm	Computerized Information Retrieval. A comparison of the available data bases, commercial vendors, and equipment. Pros and cons of on-line print capabilities, searching tools, training, and others. Jan Anderson, Project CITE searcher Wilda Copeland, Project SEEK searcher	In-house Retrieval. Processing materials in the Center--how to get them into the collection as efficiently as possible, ensuring easy access for staff searchers. Anna Stewart, CITE staff	Institutionalizing Your Project. Some considerations for possible sources of support and funds other than NIE. Pat Martin, Coordinator, Project CITE
1:40-2:10pm	Computerized Information Retrieval. Jan Anderson, Wilda Copeland	In-house Retrieval. Anna Stewart, CITE staff	Resource and Referral Service at Ohio State University. What is the RRS? How is it organized and what are some effective ways of using its resources? John Peterson, RRS director
2:20-2:50pm	Forms. A run down of the various forms developed and used by Project CITE--reasons for their use and how they aid CITE activities. Charlotte Tripp, CITE staff Jane McCarty, CITE staff	CITE Resource Guides. Steps for developing a packaged resource guide, based on experience with two recent products: Barrier Free Schools and In-Service Education. Maunda Stedman, CITE staff	The ERIC System. Judy Conrad, ERIC/CRESS

BUILDING STATE-BASED INFORMATION RESOURCE CENTERS: SEDL REGIONAL EXCHANGE WORKSHOP
Thursday, February 28, 1980
(continued)

	CITE CENTER	PMIC CENTER	5TH FLOOR CONFERENCE AREA
3:00-3:30pm	Marketing: Some suggestions for awareness activities and publicity techniques for getting out the word about your service. Jack Craddock Director Project SEEK		Resource and Referral Service at Ohio State University. John Peterson RRS director
3:30-4:00pm	Tour of SEDL: a brief visit with the current SEDL projects.		

Friday, February 29, 1980
(all in 5th Floor Conference Room)

9:00-10:00am	A word from the Clients (A group of educators from the Austin region who have used CITE services--pros and cons and suggestions for the future.)
10:00-10:15am	BREAK
10:15-11:30am	Discussion Session Panel of workshop presenters address issues of "Working With Linkers" and "Possible Trouble Spots." Audience Questions & Comments are welcome
11:30-1:00pm	L U N C H
1:00-3:00pm	The Federal Copyright Law: What it Means for your Center Mr. James Treece Professor, University of Texas School of Law
3:00-3:30pm	Closing Remarks Evaluation

PARTICIPANT LIST

ARKANSAS:	Sara Murphy (State Department of Education, Little Rock) Capi Flynn (State Department of Education, Little Rock) Willie Hardin (University of Central Arkansas, Conway, Arkansas) Dick Madaus (Arkansas Library Commission, Little Rock, Arkansas)
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